



# Del Cerro Elementary School

24382 Regina Street • Mission Viejo CA, 92691 • (949) 830-5430 • Grades K-6

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
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(949) 586-1234  
www.svusd.org

#### District Governing Board

Suzie Swartz, President  
Dr. Edward Wong, Vice President  
Amanda Morrell, Clerk  
Barbara Schulman, Member  
Greg Kunath, Member

#### District Administration

Crystal Turner, Ed D.  
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Dr. Terry Stanfill  
**Assistant Superintendent, Human Resources**  
Connie Cavanaugh  
**Assistant Superintendent, Business**  
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**Assistant Superintendent, Educational Services**  
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**Director, Elementary Education**  
Dr. Diane Clark  
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Dr. Francis Dizon  
**Director, Student Services**

### School Description

Del Cerro Elementary School is an exceptional place for student learning, parent involvement, and community activities. We believe that by empowering students with the necessary tools to be literate, thinking, technology-using citizens, we prepare them for the challenges of the 21st century.

Our staff, parents, and community share a common vision, and together we create an academically rigorous education for all students. Our curriculum balances enriching learning opportunities and quality support programs. We are committed to implementing the California Content Standards in a systematic and meaningful way while providing an environment that encourages social growth and civic responsibility.

Everyone has a place at Del Cerro. Parents, students, and community members working together to provide a positive, caring, and welcoming environment where all students learn. Please come and visit! We always welcome new parent volunteers.

Kristin Thomsen, PRINCIPAL

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	59
Grade 1	62
Grade 2	74
Grade 3	70
Grade 4	61
Grade 5	74
Grade 6	85
<b>Total Enrollment</b>	<b>485</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.6
Asian	10.3
Filipino	4.7
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0.2
White	46.6
Socioeconomically Disadvantaged	30.5
English Learners	13.8
Students with Disabilities	12.6
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Del Cerro Elementary School	16-17	17-18	18-19
<b>With Full Credential</b>	22	25	19
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	1,157
<b>Without Full Credential</b>	♦	♦	4
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Del Cerro Elementary School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Benchmark Advance by Benchmark Education Company Adopted 2017  Benchmark Adelante by Benchmark Education Company Adopted 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Math Expressions by Houghton Mifflin Harcourt Adopted 2014  Go Math by Houghton Mifflin Harcourt Adopted 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Scott Foresman California Science K-5 Adopted 2008  Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Reflections by Harcourt Adopted 2007  World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Del Cerro is the core of the neighborhood and is celebrating its 47th year. Classrooms are all 900 square feet to provide a positive learning space. The school houses a library media center and a centrally located multipurpose room with a stage. In 2001–2002 we modernized the campus, upgrading classrooms and bathrooms and installing a new heating and air-conditioning system. The lunch area, built in 2002, provides excellent shade. Measure B bond funds were recently used to provide brand new playground equipment for grades one through six. Measure B projects were completed in the 2009–2010 school year and included the expansion of the parking lot, new portables for our upper grades, and a new computer lab for our students and staff. This summer new carpeting and flooring was installed throughout our entire campus.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: October 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	stained or broken ceiling tiles to be replaced by plant foreman. carpet torn, to be replaced by contractor.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	lights not working, to be replaced by plant foreman
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	54.0	57.0	64.0	65.0	48.0	50.0
Math	51.0	54.0	51.0	52.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	8.1	21.6	48.6

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	285	99.30	57.19
Male	148	148	100.00	56.08
Female	139	137	98.56	58.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100.00	84.85
Filipino	--	--	--	--
Hispanic or Latino	74	73	98.65	27.40
White	140	140	100.00	65.71
Two or More Races	21	21	100.00	71.43
Socioeconomically Disadvantaged	89	88	98.88	35.23
English Learners	55	54	98.18	29.63
Students with Disabilities	45	44	97.78	9.09
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	285	99.3	53.68
Male	148	148	100	54.73
Female	139	137	98.56	52.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100	84.85
Filipino	--	--	--	--
Hispanic or Latino	74	73	98.65	26.03
White	140	140	100	58.57
Two or More Races	21	21	100	76.19
Socioeconomically Disadvantaged	89	88	98.88	30.68
English Learners	55	54	98.18	27.78
Students with Disabilities	45	44	97.78	11.36
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

Del Cerro is fortunate to have strong community support. Our Parent Teacher Association (PTA) sponsors fund-raisers to provide funding for the Art Masters program, hands-on science, additional materials for classrooms, computer software and hardware, and other learning opportunities. Equally valuable is the time parents contribute as classroom volunteers. Volunteers assist our teachers and staff to help enrich students' classroom experiences and support family- and school-related programs and special projects. Teachers welcome parent volunteers in the classroom to work with students. This year, volunteers have logged more than 50,000 hours! Our School Site Council (SSC) monitors the school plan and coordinates expenditures to enhance our instructional program. To find out more about volunteering at Del Cerro, contact our PTA president, Mrs. Emily Simonian, at (949) 830-5430.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Del Cerro Elementary School is committed to providing a safe learning environment where students and staff recognize and value responsibility and mutual respect. Every year we review and update our school wide safety plan, which addresses physical safety, disaster preparedness, bullying issues, school wide discipline, and illness and injury prevention. Monthly drills allow students and staff to practice procedures in the event of an emergency. Dedicated campus supervisors oversee students at recess and lunch, and a strictly enforced visitor identification system adds to our students' safety on a daily basis. The staff and students have planned and trained for emergency situations. At Del Cerro, student safety is our first priority!

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	27	29	29				3	2	2			
1	30	27	30				2	2	2			
2	27	26	29				1	3	2			
3	26	26	28	1			3	2	3			
4	29	26	29		1		2		2		2	
5	32	27	26			1	2	3		1		2
6	26	28	21	1	1	1	3		3		2	
Other			7			1						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

We provide staff training to help teachers meet the goals in our annual school plan. We have monthly staff development days during the year, and we also hold regularly scheduled staff meetings, grade-level PLCs, and Data Teams. Teachers attend conferences and communicate across preschool, elementary, and middle school grade levels. As we add curricular adoptions each year, added emphasis in staff development is provided for teachers to help them better prepare for implementation of each new adoption.

Teachers engage in training around the three district priorities: student engagement, innovation and intentional lesson design. Teacher have received extensive training for Benchmark, which is the new ELA/ELD adopted curriculum. Math is also a district focus this year with district opportunities for lesson design and lesson study. Social Studies adoption is in progress and more training will be provided upon completion of the process.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,903
Mid-Range Teacher Salary	\$76,027	\$74,481
Highest Teacher Salary	\$102,824	\$98,269
Average Principal Salary (ES)	\$127,800	\$123,495
Average Principal Salary (MS)	\$133,873	\$129,482
Average Principal Salary (HS)	\$154,800	\$142,414
Superintendent Salary	\$270,000	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5133.94	93.84	5040.11	85194.52
District	◆	◆	5040.11	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	2.6
Percent Difference: School Site/ State			-34.3	5.3

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- Provide appropriate, current instructional materials.
- Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- Support continued implementation of strategies for Designated and Integrated ELD.
- Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- Expand Advancement Via Individual Determination (AVID).
- Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- Expand Counseling Services.
- Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.