



# Del Lago Elementary School

27181 Entidad • Mission Viejo CA, 92691 • (949) 855-1125 • 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



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
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#### 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.  
**Superintendent**  
Dr. Terry Stanfill  
**Assistant Superintendent, Human  
Resources**  
Connie Cavanaugh  
**Assistant Superintendent, Business**  
Laura Ott  
**Assistant Superintendent,  
Educational Services**  
Mark Perez  
**Director, Communications and  
Administrative Services**  
Dr. Ron Pirayoff  
**Director, Secondary Education**  
Liza Zielasko  
**Director, Elementary Education**  
Dr. Diane Clark  
**Director, Special Education**  
Rae Lynn Nelson  
**Director, SELPA**  
Dr. Francis Dizon  
**Director, Student Services**

### School Description

Del Lago staff aim to provide the highest quality educational experiences to enable all students to become contributing members of society. Students are empowered with the technical skills to succeed in our evolving world, the ability to think and express themselves clearly, and the values necessary to be responsible citizens. The Del Lago staff is committed to:

- providing a challenging, standards-based academic program.
- fostering success.
- providing a safe environment where children are free from physical as well as emotional harm.
- developing a sense of family.
- setting high expectations for student behavior including Self-Control, Personal Best, Listening Attentively, Acting Safely, Showing Responsibility, and Having Respect.

The Del Lago community remains committed to high expectations for all children, including those from diverse cultural and linguistic backgrounds, those with gifted and talented abilities, and those with special needs. We believe that when all stakeholders are working together toward the same vision, the systems are in place for our students to reach their highest potential.

## 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	55
Grade 1	70
Grade 2	65
Grade 3	74
Grade 4	87
Grade 5	62
Grade 6	90
<b>Total Enrollment</b>	<b>503</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	3.6
Filipino	6.6
Hispanic or Latino	38.2
Native Hawaiian or Pacific Islander	0.0
White	42.3
Socioeconomically Disadvantaged	34.8
English Learners	18.9
Students with Disabilities	16.3
Foster Youth	0.2

## 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 Lago Elementary School	16-17	17-18	18-19
With Full Credential	22	26	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1,157
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Del Lago Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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)

Overall our facilities are well maintained and in good condition. Improvements in previous years included refurbished classrooms and a new parking lot and playground equipment. The main building includes 16 classrooms. The center of the main building is the new library and multi-purpose room. We have nine portable classrooms around the playground. Students eat outside at shaded tables; a small kitchen is adjacent. Our office and work areas sit off the breezeway entrance to the school.

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: September 2018		
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	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	ceiling tile stained, to be replaced by plant foreman
<b>Electrical:</b> Electrical	Good	
<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>Exemplary</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	48.0	49.0	64.0	65.0	48.0	50.0
Math	38.0	40.0	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	22.2	20.6	31.7

\* 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	311	309	99.36	49.19
Male	161	160	99.38	43.75
Female	150	149	99.33	55.03
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	20	20	100.00	55.00
Hispanic or Latino	115	115	100.00	40.00
White	141	139	98.58	51.08
Two or More Races	23	23	100.00	65.22
Socioeconomically Disadvantaged	112	112	100.00	38.39
English Learners	83	83	100.00	36.14
Students with Disabilities	56	56	100.00	14.29
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	311	309	99.36	40.45
Male	161	160	99.38	43.13
Female	150	149	99.33	37.58
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	20	20	100	60
Hispanic or Latino	115	115	100	27.83
White	141	139	98.58	41.73
Two or More Races	23	23	100	60.87
Socioeconomically Disadvantaged	112	112	100	26.79
English Learners	83	83	100	27.71
Students with Disabilities	56	56	100	16.07
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 Lago has highly trained teachers and support staff, involved parents, and supportive business and community leaders who have made a significant difference at Del Lago through volunteer and financial support of school programs and equipment. Parent fundraising and volunteerism through our Parent Teacher Association (PTA) help to underwrite technology equipment, fine arts experiences, hands-on science investigations, social studies simulations, library/media, performing arts productions, and assemblies. Community service projects are an integral part of student-supported activities. Parents also provide input regarding school plans and decisions through the School Site Council and the English Learners Advisory Committee.

In addition to parent groups, we also welcome parents to volunteer in the classroom or for special school activities. To find out how you can volunteer at our school, please contact our office manager, April Cherry, at (949) 855-1125.

### 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

District maintenance staff and our custodial staff inspect playground equipment regularly. Staff members supervise the playgrounds at recess and immediately before and after school. Students follow our playground safety guidelines. Safety drills include month fire drills as well as earthquake preparedness and training in shelter in place and lockdown procedures.

We update our school safety plan each fall. We continue to emphasize our school-wide behavioral expectations at the start of the year and address them daily across the school. The playground supervisors are trained by the principal on these procedures prior to the start of school. Our clean, safe campus reflects our pride in ourselves and in our community.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.8	0.7	0.2
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	1.0
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	29	30	28				2	3	2			
1	29	32	30				3	1	2			
2	21	30	30	1			3	3	2			
3	24	30	30				3	3	3			
4	31	32	32				3	2	2			
5	25	28	33	1			2	3	1			1
6	29	28	28	1	1	1		1	2	3	1	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 offer training seminars for our staff and faculty throughout the year. Teachers meet regularly in grade-level teams to review student work, plan instruction, and review teaching strategies. Teachers may take additional days for approved training.

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/).

## 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5298.66	86.6	5212.06	87527.34
District	◆	◆	5212.06	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	5.3
Percent Difference: School Site/ State			-31.0	8.0

\* 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.