

Del Sur Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Del Sur Elementary School
Street	15665 Paseo Del Sur
City, State, Zip	San Diego, CA 92127
Phone Number	858-674-6200
Principal	Eric Takeshita
E-mail Address	etakeshita@powayusd.com
Web Site	http://www.powayusd.com/dses
CDS Code	37682960116475

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
E-mail Address	dojohnson@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2018-19)

Del Sur Elementary School opened in August of 2008. We are now entering our eleventh year. During this time, we continue to build a school of excellence. Our school has gained the lofty position of achieving a 10 10 state wide ranking consistently when rankings were used to measure school performance based on standardized testing across the nation. We also were given the recognition of a 2014 California Distinguished School and a 2014 National Blue Ribbon School. Our school is built on the notion of educating children for the world of the 21st century.

Our balanced and rigorous program provides instruction in all content areas including the arts and physical education. Learning opportunities foster curiosity and academic achievement through a standards-based curriculum that promotes inquiry and discovery. This will yield well-rounded, college ready students that are self-disciplined thinkers. On our campus every classroom is affiliated with a university. The universities represented on our campus include - Northern Arizona University, Alabama, the University of Pennsylvania, Indiana, Oklahoma, Pittsburgh, Linfield College, California, UCSD, San Diego State, California State University, William and Mary, San Marcos, Cal Poly, Oregon, Ohio State, Hawaii, USC, Michigan, Washington, Yale, UC Santa Cruz, Point Loma, Pacific, Auburn, Baylor, Georgia, Kansas, UCSB, and UCLA.

Teachers and support staff are committed to social and academic excellence and work together in a cooperative, supportive, and professional manner. The school staff continually seeks new ways to provide sustained, effective, and quality instruction that meets the needs of all students.

Del Sur is located 30 miles north of downtown San Diego in the community of Del Sur. Our student body consists of students from richly diverse cultural, ethnic, linguistic, and religious backgrounds. In ethnic terms, the greatest number of our students are Caucasian (53%). Our second highest number of students are Asian (19%). Fifteen percent of our students have limited English proficiency. Eleven percent of our students come from educationally disadvantaged homes.

It is our mission to be a progressive school dedicated to providing high levels of academic and social learning for all students while being focused on helping our students be good problem solvers and thinkers in an ever-changing world.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	201
Grade 1	165
Grade 2	144
Grade 3	153
Grade 4	155
Grade 5	120
Total Enrollment	938

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.5
Asian	24.8
Filipino	3.9
Hispanic or Latino	7.0
Native Hawaiian or Pacific Islander	0.1
White	53.8
Socioeconomically Disadvantaged	9.0
English Learners	10.3
Students with Disabilities	6.8
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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	33	40	41	1625
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of 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)

Year and month in which data were collected: 6/29/2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 06/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Installed new carpet
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 06/20/2018	
Overall Rating	Exemplary

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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	87.0	85.0	74.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	81.0	84.0	66.0	67.0	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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	430	415	96.51	85.30
Male	223	216	96.86	84.26
Female	207	199	96.14	86.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	115	111	96.52	88.29
Filipino	13	13	100.00	92.31
Hispanic or Latino	28	27	96.43	77.78
White	222	218	98.20	86.24
Two or More Races	36	32	88.89	84.38
Socioeconomically Disadvantaged	36	34	94.44	64.71
English Learners	69	63	91.30	82.54
Students with Disabilities	28	23	82.14	47.83
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	430	420	97.67	83.81
Male	223	218	97.76	85.78
Female	207	202	97.58	81.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	115	114	99.13	92.98
Filipino	13	13	100	92.31
Hispanic or Latino	28	27	96.43	55.56
White	222	218	98.2	83.94
Two or More Races	36	32	88.89	93.75
Socioeconomically Disadvantaged	36	36	100	61.11
English Learners	69	68	98.55	82.35
Students with Disabilities	26	21	80.77	42.86
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.0	20.0	73.3

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.

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)

During the course of the year, our parents have many opportunities to get involved with our school. We have a very active Parent Teacher Association (PTA) and a highly supportive Foundation. Our PTA organization sponsors many programs that bring parents to school. For example, on a yearly basis this organization sponsors a Back to School Picnic before school, the annual Halloween parade, Literacy Night, Character Counts week activities, a fall and spring Book Fair, Math Family Night, Science Family Night, a science fair, Heritage Night, Health and Fitness Night, and Science Career Day. Our Educational Foundation was formed to help our school fundraise for programs needed on the campus. This important school organization provides our school support in the following programs: Impact Teachers for RTI Tier two student support, technology procurements, physical education teacher, art teacher, and music teacher. This group also brings various technology supports to our school such as chromebook carts and various software resources like Accelerated Reader, Brain Pop, Spelling City, Mountain Language, Lexia, Raz-Kids, and ELD software resources. Our School Site Council which is composed of teachers, staff, parents, and the administrator collectively write and review our yearly School Plan for Student Achievement document and also write and review our yearly parent and student surveys. Three times a year, our EL parents attend meetings with our staff to learn important information on how to support their students. We invite our parents of our GATE students to two meetings a year.

Every other Friday, parents are invited to our Friday Flag assembly where we celebrate our country and students and discuss upcoming events. On a bimonthly basis, the principal holds coffees where he discusses school endeavors and issues. To prepare students for a successful school experience, a parent participation preschool and a regular full day preschool program is provided on our site. We also have two special needs preschool programs on our site to meet the needs of our students in our community and throughout the district. At Del Sur parent involvement and input is highly sought after and valued.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.3	0.4	0.8	1.2	1.3	1.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Del Sur places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently at staff meetings. The plan is also reviewed three times a year with our School Site Council. A yearly inspection from our liaison police officer with our safety committee is conducted and results are shared with staff and school community. Annual training procedures and drills for earthquakes, fire, intruders and bus evacuation are held according to District requirements. Maintenance staff works with a scheduled preventive program to offset costly repairs. The school has an up-to-date Asbestos Plan. As a staff we also discuss and monitor our site traffic system for school arrival and dismissal. Staff models and reviews safe behaviors and practices with the students regularly. We also have a on-site visitor policy for volunteers and out of school visitors that requires computer sign in and visible badge or sticker that must be worn while on campus. Two Options Based Safety Training sessions are provided to staff conducted by district trainers.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		6		24	1	8		25		8	
1	26		5		26		4		26		4	
2	26		5		27		6		26		8	
3	27		4		27		5		26		6	
4	32		2	1	32		2	1	31		5	
5	45		1	3	28	1		4	48		4	1

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist (non-teaching)	1.6	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,922.01	508.22	5,413.80	\$76,170.63
District	N/A	N/A	7349.46	\$78,935
Percent Difference: School Site and District	N/A	N/A	-30.3	-3.6
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-27.3	-5.9

Note: Cells with N/A values 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 (Fiscal Year 2017-18)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,903
Mid-Range Teacher Salary	\$83,106	\$74,481
Highest Teacher Salary	\$101,917	\$98,269
Average Principal Salary (Elementary)	\$131,931	\$123,495
Average Principal Salary (Middle)	\$143,470	\$129,482
Average Principal Salary (High)	\$151,598	\$142,414
Superintendent Salary	\$287,500	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies and approaches, implementing the use of computer technology in teaching and learning, digital citizenship, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.

This year our staff is spending our professional time studying our Response to Intervention program, strategies related to "soft skills" development, and strengthening our Tier 1 instruction especially for opportunities for small group instruction. Training for implementing Sanford Harmony an approved CASEL resource for Social Emotional Learning skills. This resource will be used alongside Second Step and our Character Counts Program. In addition, training for our new literacy curriculum Benchmark Advance will continue to be provided through the district.