

# Del Sur Elementary School

## 2021 School Accountability Report Card

A hard copy of the School Accountability Report Card is available upon request in the school office.

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Del Sur Elementary School
<b>Street</b>	15665 Paseo Del Sur
<b>City, State, Zip</b>	San Diego, CA 92127
<b>Phone Number</b>	858-674-6200
<b>Principal</b>	Eric Takeshita
<b>Email Address</b>	etakeshita@powayusd.com
<b>School Website</b>	www.powayusd.com
<b>County-District-School (CDS) Code</b>	37682960116475

## 2021-22 District Contact Information

<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	cdonnelly@powayusd.com
<b>District Website Address</b>	www.powayusd.com

## 2021-22 School Overview

Del Sur Elementary School opened in August of 2008. We are now entering year 13. During this time, we continue to build a school of excellence. Our school has gained the lofty position of achieving both the recognition of a California Distinguished School and a National Blue Ribbon School. Our school is built on the notion of educating children with their academic and social-emotional skill development. 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. The diversity of Del Sur Elementary consists of various ethnicities and varying socioeconomic levels.

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 emotional skill development 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 and values the importance in building meaningful relationships with their students.

We are proud to be on our second year as a No Place for Hate school and have developed our school's Theory of Action (If we are including opportunities for students to build positive relationships with their peers and teachers through relevant learning experiences, then our Explorers will feel a connection to their peers and teacher and will feel safe to take risks with their academic and social emotional learning experiences) as the focus of each school year.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	176
Grade 1	170
Grade 2	147
Grade 3	137
Grade 4	158
Grade 5	147
Total Enrollment	935

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	29.8
Black or African American	0.7
Filipino	3.4
Hispanic or Latino	7.9
Two or More Races	8.7
White	48.7
English Learners	8
Homeless	0.7
Socioeconomically Disadvantaged	7.8
Students with Disabilities	10.6

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	9/9/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	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

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.

**Year and month of the most recent FIT report**

01/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	443	NT	NT	NT	NT
<b>Female</b>	206	NT	NT	NT	NT
<b>Male</b>	237	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	130	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	14	NT	NT	NT	NT
<b>Hispanic or Latino</b>	32	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	40	NT	NT	NT	NT
<b>White</b>	223	NT	NT	NT	NT
<b>English Learners</b>	35	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	37	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	443	NT	NT	NT	NT
Female	206	NT	NT	NT	NT
Male	237	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	130	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	14	NT	NT	NT	NT
Hispanic or Latino	32	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	223	NT	NT	NT	NT
English Learners	35	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	37	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	467	452	96.80%	3.20%	87.40%
Female	214	209	97.70%	2.30%	89.50%
Male	253	243	96.00%	4.00%	85.60%
American Indian or Alaska Native	*	*	100.00%	0.00%	100.00%
Asian	137	135	98.50%	1.50%	95.60%
Black or African American	*	*	100.00%	0.00%	33.30%
Filipino	20	20	100.00%	0.00%	80.00%
Hispanic or Latino	33	32	97.00%	3.00%	75.00%

<b>Native Hawaiian or Pacific Islander</b>	*	*			
<b>Two or More Races</b>	36	34	94.40%	5.60%	91.20%
<b>White</b>	236	226	95.80%	4.20%	85.40%
<b>English Learners</b>	36	35	97.20%	2.80%	74.30%
<b>Foster Youth</b>	*	*			
<b>Homeless</b>	*	*	80.00%	20.00%	100.00%
<b>Military</b>	*	*	100.00%	0.00%	75.00%
<b>Socioeconomically Disadvantaged</b>	42	41	97.60%	2.40%	65.90%
<b>Students Receiving Migrant Education Services</b>	*	*			
<b>Students with Disabilities</b>	55	50	90.90%	9.10%	58.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	467	452	96.80%	0.20%	86.30%
<b>Female</b>	214	209	97.70%	0.50%	82.80%
<b>Male</b>	253	243	96.00%	0.40%	89.30%
<b>American Indian or Alaska Native</b>	*	*	100.00%	100.00%	100.00%
<b>Asian</b>	137	133	97.10%	0.70%	96.20%
<b>Black or African American</b>	*	*	100.00%	33.30%	33.30%
<b>Filipino</b>	20	20	100.00%	5.00%	90.00%
<b>Hispanic or Latino</b>	33	33	100.00%	3.00%	66.70%
<b>Native Hawaiian or Pacific Islander</b>	*	*			
<b>Two or More Races</b>	36	34	94.40%	2.80%	85.30%
<b>White</b>	236	227	96.20%	0.40%	83.70%
<b>English Learners</b>	36	35	97.20%	2.80%	65.70%
<b>Foster Youth</b>	*	*			
<b>Homeless</b>	*	*	80.00%	20.00%	100.00%
<b>Military</b>	*	*	100.00%	25.00%	75.00%
<b>Socioeconomically Disadvantaged</b>	42	39	92.90%	2.40%	56.40%
<b>Students Receiving Migrant Education Services</b>	*	*			
<b>Students with Disabilities</b>	55	51	92.70%	1.80%	62.70%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	148	NT	NT	NT	NT
<b>Female</b>	61	NT	NT		
<b>Male</b>	87	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	44	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	--	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	13	NT	NT	NT	NT
<b>White</b>	73	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	--	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	NT	NT	NT	NT

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

During the course of the year, our parents have many opportunities to get involved with our school. We have a very active and highly supportive Foundation. Our Foundation sponsors many programs that bring parents to school. For example, on a yearly basis this organization sponsors a Back to School Picnic before school begins, an annual Halloween parade, our All You Can Read Diner, a Fall and Spring Book Fair, Math Family Night, Science Family Night, Family Parking lot Bingo, Heritage Night, and Science Career Day. Our Educational Foundation also helps our school fundraise for programs needed on the campus. The Del Sur Foundation provides our school support in the following programs: Impact Teachers for RTI Tier II student support, technology procurements, physical education teacher, art teacher, music teacher, and After School Clubs lead by Del Sur teachers. This group also brings various technology supports to our school such as interactive panels, hover cameras, printers, school copiers and RISO machines, 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.

Every other Friday, parents are invited to our Friday Flag assembly where we celebrate our school successes, reinforce our 3 Behavior Expectations, recognize students, discuss upcoming events, and allow classrooms to do their college chant. 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 one Critical Skills Preschool program 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	973	962	41	4.3
Female	470	466	17	3.6
Male	503	496	24	4.8
American Indian or Alaska Native	1	1	0	0.0
Asian	289	288	4	1.4
Black or African American	7	6	2	33.3
Filipino	37	37	0	0.0
Hispanic or Latino	82	81	14	17.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	88	86	2	2.3
White	468	462	19	4.1
English Learners	98	96	9	9.4
Foster Youth	0	0	0	0.0
Homeless	8	8	2	25.0
Socioeconomically Disadvantaged	84	83	16	19.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	114	114	6	5.3

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.01	0.00	1.43	0.18	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.07	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.29	1.02	2.45
<b>Expulsions</b>	0.00	0.05	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

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. The Options Based Safety Training sessions are provided to staff conducted by district trainers. We also have 14 security cameras installed in various locations on the school grounds which includes all main entrance, back entrance, and entrance by our bus loop. A secured shed was also purchased to hold the equipment for our full day pre-school program after equipment was broken from outsiders climbing the wall into our pre-school play area.

### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		8	
1	26		6	
2	26		6	
3	26		6	
4	31		5	
5	30		5	
6				



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		9	
1	26		6	
2	30		5	1
3	26		6	
4	33			
5	53		3	1
6				
Other	24		1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	7	
1	32	3	3	1
2	22	1	5	
3	26		5	
4	31		3	2
5	41		2	3
6				
Other	30	1	2	2

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	1168.8

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.3

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,419.98	653.08	5,766.90	79350.19
District	N/A	N/A	7,997.43	\$84,123
Percent Difference - School Site and District	N/A	N/A	-32.4	-5.8
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-37.7	-6.5

## 2020-21 Types of Services Funded

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. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,682	\$50,897
<b>Mid-Range Teacher Salary</b>	\$78,590	\$78,461
<b>Highest Teacher Salary</b>	\$107,628	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$140,850	\$131,863
<b>Average Principal Salary (Middle)</b>	\$147,568	\$137,086
<b>Average Principal Salary (High)</b>	\$160,950	\$151,143
<b>Superintendent Salary</b>	\$305,509	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	35%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

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, social-emotional learning, i-Ready, effective use of assessments, and English Language Development. 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.

Our staff is spending our professional time studying our Response to Intervention program, human equity, support ideas for students with disabilities, training for English Language Development to support our staff understanding with language fluency levels, ELD standards, and designated and integrated ELD utilizing Benchmark Advance. We also have done two years of training for Sanford Harmony an approved CASEL resource for Social Emotional Learning skills.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	6	8

# Poway Unified

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	<a href="mailto:cdonnelly@powayusd.com">cdonnelly@powayusd.com</a>
<b>District Website Address</b>	<a href="http://www.powayusd.com">www.powayusd.com</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	18814	8	0.04	99.96	--
<b>Female</b>	9036	2	0.02	99.98	--
<b>Male</b>	9760	6	0.06	99.94	--
<b>American Indian or Alaska Native</b>	21	0	--	100.00	--
<b>Asian</b>	4246	2	0.05	99.95	--
<b>Black or African American</b>	341	1	0.29	99.71	--
<b>Filipino</b>	910	0	0.00	100.00	--
<b>Hispanic or Latino</b>	3249	1	0.03	99.97	--
<b>Native Hawaiian or Pacific Islander</b>	40	0	0.00	100.00	--
<b>Two or More Races</b>	2363	2	0.08	99.92	--
<b>White</b>	7644	2	0.03	99.97	--
<b>English Learners</b>	1258	1	0.08	99.92	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	840	0	0.00	100.00	--
<b>Military</b>	532	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2983	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	2713	8	0.29	99.71	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	18813	8	0.04	99.96	--
<b>Female</b>	9036	2	0.02	99.98	--
<b>Male</b>	9759	6	0.06	99.94	--
<b>American Indian or Alaska Native</b>	21	0	--	100.00	--
<b>Asian</b>	4246	2	0.05	99.95	--
<b>Black or African American</b>	341	1	0.29	99.71	--
<b>Filipino</b>	910	0	0.00	100.00	--
<b>Hispanic or Latino</b>	3248	1	0.03	99.97	--
<b>Native Hawaiian or Pacific Islander</b>	40	0	0.00	100.00	--
<b>Two or More Races</b>	2363	2	0.08	99.92	--
<b>White</b>	7644	2	0.03		--
<b>English Learners</b>	1258	1	0.08	99.92	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	840	0	0.00	100.00	--
<b>Military</b>	532	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2983	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	2713	8	0.29	99.71	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.