Del Rio Elementary School

5200 North River Road • Oceanside CA, 92057 • (760) 901-7300 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Oceanside Unified School District

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District Governing Board

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District Administration

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Superintendent

Shannon Soto, Ed. D.
Deputy Superintendent

Todd McAteer
Associate Superintendent Human Resources

Mercedes Lovie, Ed. D
Associate Superintendent Business Services

School Description

Del Rio's focus is on ensuring that all students have opportunities to engage in rigorous tasks that require them to think critically and that they are able to demonstrate deep learning in meaningful ways both verbally and in writing. We are working towards becoming a school full of opportunities for all students to discover their strengths and passions. We are also working towards teaching the whole child including everything from healthy lifestyle choices (through our American Heart Association 3 week Healthy Heart Challenge; the Single Marine PE Fitness Challenge Day; Gardening and Nutrition education through FoodCorps; and Recycling Awareness.

This year, we are also focusing on meeting students' academic needs by offering intensive intervention (tutoring) from the teachers of roster during art enrichment so all students have access to visual arts while ensuring all needs are met at their individual levels.

In addition to academic supports, parent and community involvement helps our students in a multitude of essential ways. Our PTO sponsors programs and draws on the special interests and abilities of parents. It coordinates fundraisers and provides financial support for our programs. To further parent and community involvement, we host monthly Coffee Chats with the principal and send weekly phone/email messages home to families to keep everyone in the loop. We have found success with our focused community-wide effort by creating an academically rigorous and positive learning environment that nurtures the whole child.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	57
Grade 2	59
Grade 3	60
Grade 4	52
Grade 5	50
Total Enrollment	335

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
Asian	0.3
Filipino	3
Hispanic or Latino	74.9
Native Hawaiian or Pacific Islander	5.7
White	6.9
Two or More Races	5.4
Socioeconomically Disadvantaged	91.6
English Learners	25.7
Students with Disabilities	8.7
Homeless	0.3

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 for Del Rio Elementary	17-18	18-19	19-20
With Full Credential	20.04	0.0	18.3
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

Teacher Misassignments and Vacant Teacher Positions at Del Rio Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	0.0	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 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading California: Adopted 2003 • Big Books (Grade K) • Textbooks (Grades 1-5) Houghton Mifflin ELD, Adopted 2011 • Practice Books (K-5) K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011
Mathematics	Houghton Mifflin Harcourt GoMath!, Adopted 2016 • Student Edition
Science	FOSS, Delta Education: Science Kits, Adopted 2008
History-Social Science	Reflections/Harcourt, Adopted 2007 • Big Books (Grade K-1) • Textbooks (Grades 2-5)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	K-RM D-1: 4. SCREWS ARE LOOSE ON COUNTER K-RM D-2: 4. SCREWS ARE LOOSE ON COUNTER/ FLOOR MOLDING IS MISSING AT SEAM K-RM E-2: 4. SCREWS ARE LOOSE ON COUNTER 14. TRIP HAZARD AT ASPHALT CEMENT SEAM
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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	F BOYS RR: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM F GIRLS RR: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM K-RM E-1: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM TO PLAYGROUND K-RM E-2: 4. SCREWS ARE LOOSE ON COUNTER 14. TRIP HAZARD AT ASPHALT CEMENT SEAM PLAY GROUNDS: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM
Overall Rating	**Good**	

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	20	26	45	46	50	50
Math	17	27	36	36	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.2	3.6	

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	172	168	97.67	26.19
Male	92	91	98.91	24.18
Female	80	77	96.25	28.57
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	126	124	98.41	22.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	9	81.82	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	158	156	98.73	25.00
English Learners	64	64	100.00	26.56
Students with Disabilities	18	18	100.00	5.56
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	173	169	97.69	26.63
Male	92	91	98.91	29.67
Female	81	78	96.30	23.08
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	127	125	98.43	24.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	9	81.82	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	157	98.74	24.20
English Learners	64	64	100.00	23.44
Students with Disabilities	18	18	100.00	11.11
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
The School Site Council (SSC) meets monthly to set priorities and make decisions about budget expenditures. The English Language Advisory Committee (ELAC) meets at least four times throughout the school year and advises the School Site Council on issues regarding English learners. We have an active PTO, which coordinates fund-raisers and volunteer opportunities. Del Rio also hosts a series of enrichment nights for families in the areas of literacy, math, science, and the arts. Grade level Shadow-a-Student days provide opportunities for parents to spend a day shadowing their child at Del Rio. We very much appreciate our parent volunteers who make possible many of the activities and programs we offer our students. Please see our Parent Involvement Policy available on the Del Rio website for a complete listing of involvement opportunities.

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
Annual surveys indicate that both Del Rio students and their parents feel that our campus is safe and secure. This year we added the closed campus security aspect by locking the gates and asking all visitors to check in at the front office. Parents have been receptive to this idea and appreciate us ensuring student safety. Playground supervisors monitor students before school and during morning and lunch recesses. We added another supervisor to the staff so students have more options across playgrounds. We have a closed campus that is fully fenced. All visitors must enter the school through the main office, sign in, and receive a badge to wear throughout their stay. Emergency and fire drills are held every month. The Crisis Preparedness Plan is updated and reviewed with faculty annually. Its effectiveness is analyzed on an ongoing basis and procedural modifications are made as needed. The Crisis Preparedness Plan is available for review in the school office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.4	3.0	3.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	1.0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	3			24		3		23		4	
1	25		3		19	3						
2	22		3		23		3		24		2	
3	21	2	1		23	1	2		24		3	
4	25		3		28		2		26		2	
5	28		3		23		3		25		2	
Other**					3	1			23		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.

Professional Development provided for Teachers

Del Rio's professional development focus has been based on the Oceanside Unified School District's Instructional Focus: "All students will demonstrate their thinking, both verbally and in writing, to show understanding of their learning." Professional development activities occur the first and third Wednesdays of the month during Professional Learning Community meetings. In addition, teachers are provided with four release time to collaborate and plan together. This year we are doing Lesson Studies with all K-5 teachers for professional development. The first and third Wednesdays of every month are also designated for professional development training, collaboration and data analysis. Individual teachers and grade level teams meet regularly with the Principal to discuss best practices and to ensure student progress. District opportunities support flexibility in the topics educators choose to explore deeply. Teachers also have an opportunity for a roving sub to cover their class while they observe a colleague during instructional time to expand their teaching strategies repertoire.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,351	$51,374
Mid-Range Teacher Salary	$75,082	$80,151
Highest Teacher Salary	$98,969	$100,143
Average Principal Salary (ES)	$123,269	$126,896
Average Principal Salary (MS)	$127,602	$133,668
Average Principal Salary (HS)	$130,709	$143,746
Superintendent Salary	$257,005	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12895.22	2860.41	10034.8	$81,945
District	N/A	N/A	$9,137.87	$81,388.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.4	0.7
School Site/ State	28.8	-0.1

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.

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.