



Del Rey Woods Elementary School

1281 Plumas Ave. • Seaside, CA 93955-6202 • (831) 392-3907 • Grades K-5

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



Monterey Peninsula Unified School District

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Dr. Jon Hill, Vice President/Clerk
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Dr. Bettye Lusk
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Principal's Message

Welcome to Del Rey Woods Elementary School, home of the the Dolphins! Nestled in the residential neighborhood of Seaside, California, Del Rey Woods Elementary is comprised of a diverse group of approximately 450 Preschool to 5th grade students, caring support staff, dedicated and talented faculty, and supportive parents and community members. At Del Rey Woods Elementary School, our vision is to foster and inspire a collaborative community of scholars, parents, and staff who are committed to academic, personal, and social excellence. In addition, all the various stakeholders strive to live by the MPUSD Way which are as follows:

- Every person matters.
- Each day counts.
- Learn something new everyday.
- Improve with purpose.
- We're better together.

Inherent in Del Rey Woods' mission and vision is the belief that all students, regardless of their background, can learn. To make this a reality, the school provides every student a safe and secure learning environment where students have equal access to a challenging and rigorous core curriculum and a variety of enrichment activities. It is an expectation for every member of the Dolphin family to be responsible, respectful, safe and on task.

Assisting the principal translate the school's vision and mission into effective practices in the classroom is a cadre of highly trained certificated and classified staff including an academic coach, speech and language pathologist, school psychologist, family services specialist, bilingual community liaison, music teacher, and a resource specialist. In addition to the regular staff, DRW employs various artists in their field of expertise to provide visual and performing arts classes to all our students throughout the year. Inspired by a culture for continuous improvement and growth mindset, our school is prepared to educate our students to be college and career ready in the 21st century.

Lynn Ebor

Principal

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	79
Grade 1	69
Grade 2	76
Grade 3	64
Grade 4	91
Grade 5	69
Total Enrollment	448

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	1.1
Filipino	1.1
Hispanic or Latino	85.5
Native Hawaiian or Pacific Islander	0.9
White	5.4
Socioeconomically Disadvantaged	90.6
English Learners	61.6
Students with Disabilities	10.5
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Del Rey Woods Elementary School	16-17	17-18	18-19
With Full Credential	24	22	19
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	441
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

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

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

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

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

Monterey Peninsula Unified School District held a public hearing on August 2018, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Hands-on, project-based visual and performing arts</p> <p>The textbooks listed are from most recent adoption: Yes</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a \$110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over \$680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a \$213 million school facilities bond by 70%.

In 2019, the district is working with stakeholders to prioritize its facilities projects. Visit www.mpusd.net for additional details.

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	49.0	45.0	38.0	39.0	48.0	50.0
Math	54.0	49.0	27.0	27.0	37.0	38.0

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.6	25.0	1.4

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	230	227	98.70	45.37
Male	130	128	98.46	38.28
Female	100	99	99.00	54.55
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	201	200	99.50	45.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	11	84.62	63.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	219	217	99.09	43.32
English Learners	179	178	99.44	43.26
Students with Disabilities	28	28	100.00	10.71
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	230	228	99.13	49.12
Male	130	129	99.23	48.06
Female	100	99	99	50.51
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	201	201	100	50.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	11	84.62	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	219	218	99.54	49.08
English Learners	179	179	100	50.28
Students with Disabilities	28	28	100	10.71
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community members are very supportive of the educational programs at Del Rey Woods Elementary School. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school to ensure instructional programs address student needs. Parents are encouraged to participate on one or more of the following committees or organizations:

- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- English-Language Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)

The SSC is a group of teachers, parents, and classified employees that works with the principal to review and update the School Plan for Student Achievement (SPSA) including proposed expenditure of funds allocated to the school. The English Learner Advisory Committee (ELAC) is responsible for advising the principal and the staff on programs and services for the English learners and the School Site Council (SSC) on the development of the School Plan for Student Achievement (SPSA). The Parent Teacher Association (PTA) is an energetic organization of parents and teachers whose function is to promote the welfare of students at school and in their homes and community. The PTA, which actively sponsors fund-raising events, provides outstanding support to our students and staff in the form of classroom instructional materials and supplies, facilities and campus improvements, assembly program consultants, and field trips. Parents, guardians, and community members are also invited to come and participate in our School Volunteer program. Interested volunteers should contact their child's teacher or call our office supervisor, Ms. Diana Lara, at (831) 392-3907.

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

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, ALICE, and earthquake drop drills are conducted on a regular basis throughout the school year. A storage bin contains food, water, and other supplies for use during a disaster. Every classroom is equipped with an emergency kit.

The school is a closed campus. All visitors are required to sign-in at the school's office and wear a visitor's badge. Before school, during lunch, and after school, the administrator, faculty, and supervisory assistants monitor student activities and ensure safety. In the classrooms, teachers review and discuss Dolphins' Expectations and implement districtwide-adopted PBIS program. Posted around the campus are the rules and expectation for various areas. Individuals wishing to volunteer at school must complete a school volunteer application and possess a valid photo identification card.

A Comprehensive School Safety Plan is developed by the Safety Committee and reviewed annually by the school to provide all students and staff means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The school safety committee and district personnel evaluate the plan annually and update the plan as needed.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.3	1.2	1.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.5	3.6	3.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	23	20	1	1	2	3	3	2			
1	28	23	23				2	3	3			
2	24	29	19			1	4	2	3			
3	23	20	29		1		3	4	2			
4	27	22	25				3	3	3			
5	23	22	27	1	1		2	3	3			
Other	7		10	1		1						

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

Professional Development provided for Teachers

Teachers, instructional aides, and administrator have multiple opportunities for continuing education and professional development (PD) to improve their teaching skills and to extend their knowledge of the subjects they teach and support student learning throughout the year. The Instructional Leadership Team (ILT) composed of grade level representatives, academic coach, and principal collaborate on topics for staff and professional development. The Educational Services provide at least two district-wide PD in collaboration with school sites.

In the fall, the focus is on STEMScopes with the following objectives:

1. Build understanding of the Five Es of STEMScopes
2. Provide EL support throughout the 5 E's
3. Regularly incorporate rigorous workstations

In the winter, the focus is on reviewing Reading assessment through running records and its implication on the cycle of instruction. The objectives for this PD are:

1. Understand the common errors English Language Learners make.
2. Determine teaching points for individual students using the the summative running record, focusing on supporting English Learners with decoding, fluency, vocabulary, and comprehension within the guided reading setting.
3. Plan at least two guided reading lessons using the Jan Richardson template.
4. Explore (K-2) Guided and (3-5) Essay Writing.

The topics for staff development are focused around Balanced Literacy specifically guided reading, rigorous independent centers, writing, English Language Development, and Data Wise Improvement Process. Ongoing professional development throughout the year included workshops on preparing for the ELPAC (English Language Parent Advisory Committee), i-Ready Diagnostic, Fountas and Pinnell Running Records, and Smarter Balanced Assessment (SBA), Youth Truth Survey, and Playworks. The Special Education Department provides staff members professional development on the implementation of LindaMood Bell and Do the Math programs. The academic coach provides on-site coaching individually and in grade level teams. The ILT meets district-wide at least four times a year to support its leadership capacity at the site. All professional developments are provided during school hours, after school, or off site conferences and through individual mentoring, in-class modeling/coaching, or grade level lesson study.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$47,547
Mid-Range Teacher Salary	\$65,733	\$74,775
Highest Teacher Salary	\$97,355	\$93,651
Average Principal Salary (ES)	\$100,517	\$116,377
Average Principal Salary (MS)	\$104,946	\$122,978
Average Principal Salary (HS)	\$114,217	\$135,565
Superintendent Salary	\$206,150	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	7.0	6.0

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

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,377	\$319	\$5,058	\$69,367
District	◆	◆	\$8,489	\$68,002
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-50.7	2.0
Percent Difference: School Site/ State			-33.9	-9.8

* Cells with ◆ do not require data.

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