

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015–16 School Year

For Del Sol School

Address: 5400 Myra Ave. Cypress, CA 90630 **Phone:** 714-828-6400
Principal: Dr. Kim Huynen **Grade Span:** K-12

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

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

DataQuest

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

Internet Access

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

Throughout this document, the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information (School Year 2016–17)

District Name	Cypress Elementary
Phone Number	714-220-6900
Superintendent	Anne Silavs
E-mail Address	asilavs@cypsd.org
Web Site	www.cypsd.org

School Contact Information (School Year 2016–17)

School Name	Del Sol School
Street	5400 Myra Ave.
City, State, Zip	Cypress, Ca 90630
Phone Number	714-828-6400
Principal	Dr. Kim Huynen
E-mail Address	delsol@delsolschool.com
Web Site	Delsolschool.com
County-District-School (CDS) Code	

School Description and Mission Statement (School Year 2016–17)

Mission Statement

Del Sol School is a non-profit corporation that provides quality preschool, elementary school, after school, and summer camp programs for children. Del Sol School values each student's individuality, intelligence, and creativity. Children are taught and encouraged to be independent, responsible for their behaviors, respectful of others, and to explore and learn from the world around them. Del Sol School uses research based child directed program that develops active learners and creative problem solvers who are eager to apply their knowledge to real life experiences.

Core Values

Del Sol School believes that children learn and develop positive self-esteem when

- Their environment is intellectually stimulating*
- They experience making mistakes and mastering difficult tasks*
- Behavioral expectations are clearly defined and consistently reinforced*
- Their physical, social, and emotional needs are met*
- The curriculum is experiential and appropriately challenging for students abilities, interests, and learning styles*
- They are able to participate in decision-making related to their learning*
- They take responsibility for their behavior*
- They have respect for themselves and other*
- The adults in the environment are enthusiastic learners and model positive interpersonal relationships*
- Parents and teachers work together for the benefit of the students*

Student Enrollment by Grade Level (School Year 2015–16)

Grade Level	Number of Students
Kindergarten	2
Grade 1	0
Grade 2	3
Grade 3	1
Grade 4	5
Grade 5	1
Grade 6	5
Grade 7	8
Grade 8	4
Ungraded Elementary	0
Grade 9	1
Grade 10	2
Grade 11	1
Grade 12	2
Ungraded Secondary	3
Total Enrollment	37

Student Enrollment by Student Group (School Year 2015–16)

Student Group	Percent of Total Enrollment
Black or African American	22
American Indian or Alaska Native	0
Asian	11
Filipino	0
Hispanic or Latino	54
Native Hawaiian or Pacific Islander	0
White	43
Two or More Races	3
Socioeconomically Disadvantaged	68
English Learners	24
Students with Disabilities	100
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2014–15	School 2015–16	School 2016–17	District 2016–17
With Full Credential	4	6	6	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	2	2	2	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015–16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

Year and month in which the data were collected: 11-2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2013	2015	0
Mathematics	2013	2015	0
Science	2013	2015	0
History-Social Science	2013	2015	0
Foreign Language	N/A	N/A	0
Health	N/A	N/A	0
Visual and Performing Arts	N/A	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 11-2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: 11-2016

Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
English Language Arts/ Literacy (grades 3-8 and 11)	0	0	67	68	44	48
Mathematics (grades 3-8 and 11)	0	0	56	60	34	36

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.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Science (grades 5, 8, and 10)	0	0	0	77	76	72	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

C. Engagement

State Priority: Parental Involvement

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

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.00	0.00	0.00				11.5	11.5	10.7
Graduation Rate	0.00	0.00	0.00				80.44	80.95	82.27

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.00	0.00	0.00	0.61	0.19	0.41	4.36	3.80	3.65
Expulsions	0.00	0.00	0.00	0.00	0.00	--	0.10	0.09	0.09

School Safety Plan (School Year 2016-17)

The school has developed a disaster plan for use in an emergency situation. Staff members are in serviced and assigned responsibilities for plan implementation. There are monthly disaster drills for school-wide safety. The school has worked closely with the local Fire and Police Department. School inspection reports rated the cleanliness, orderliness and care of the school as satisfactory.

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.

Federal Intervention Program (School Year 2016–17)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Grade Level	Avg. Class Size	2015–16 Number of Classes*		
		1-20	21-32	33+			1-20	21-32	33+
K-2	7	1			K-2	3	1		
3-5	6	1			3-7	11	1		
6-8	6	1			4-8	12	1		
9-12	7	1			8-12	7	1		
12+	2	1			12+	3	1		

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

Academic Counselors and Other Support Staff (School Year 2015–16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Counselor (Social/Behavioral or Career Development)	--	N/A
Library Media Teacher (librarian)	--	N/A
Library Media Services Staff (paraprofessional)	--	N/A
Psychologist	1	N/A
Social Worker	--	N/A
Nurse	--	N/A
Speech/Language/Hearing Specialist	3	N/A
Resource Specialist (non-teaching)	--	N/A
Other	--	N/A

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014–15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	--	81725
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	5677	71610
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Types of Services Funded (Fiscal Year 2015–16)

Del Sol School is funded to provide specialized educational instruction to students with the following primary disabling conditions: Autism, Deaf Blindness, Emotional Disturbance, Intellectual Disability-Mild to Moderate, Intellectual Disability-Moderate to Severe, Multiple Disabilities, Other Health Impaired, Specific Learning Disability, and Traumatic Brain Injury. Del Sol School is authorized to provide the following related services: Behavioral Intervention Design and Planning, Behavioral Intervention Implementation, Language Speech Development and Remediation, and Psychological Services.

Teacher and Administrative Salaries (Fiscal Year 2014–15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	46010	44507
Mid-Range Teacher Salary	74833	68910
Highest Teacher Salary	99721	88330
Average Principal Salary (Elementary)	120393	111481
Average Principal Salary (Middle)	--	115435
Average Principal Salary (High)	--	113414
Superintendent Salary	212651	169821
Percent of Budget for Teacher Salaries	41	39
Percent of Budget for Administrative Salaries	6	6

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