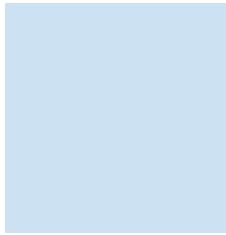


# SARC

School Accountability Report Card 2018-19

Published in 2019-20



## Delta Vista Middle School

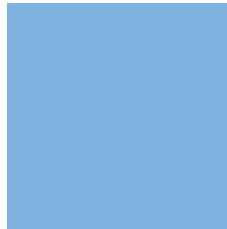
Grades 6-8  
CDS Code 07-61762-6119226

Rusty Ehrlich  
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<https://dv-uesd-ca.schoolloop.com/>

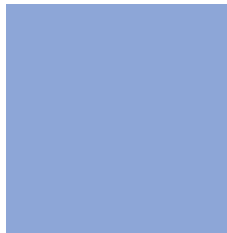
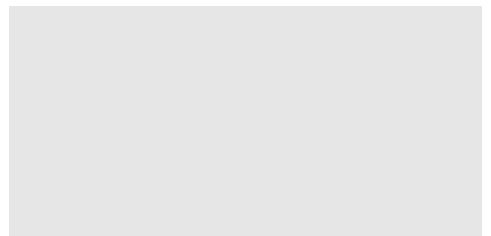
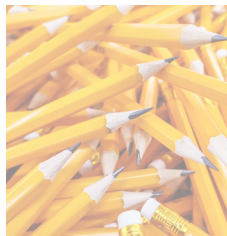
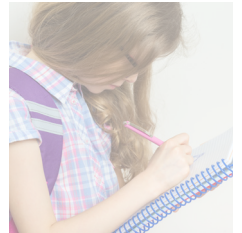
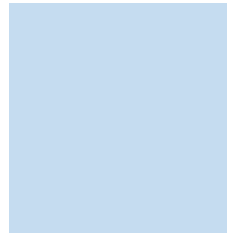
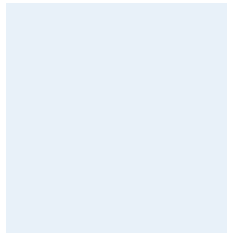
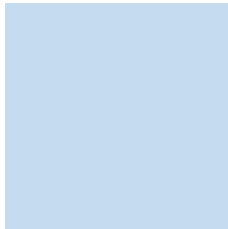
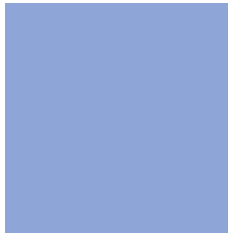
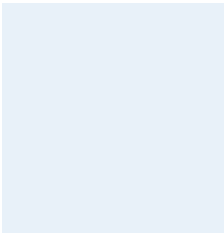
Para español, visita [www.uesd.k12.ca.us](http://www.uesd.k12.ca.us).



## Oakley Union Elementary School District

91 Mercedes Lane Oakley, CA 94561 ▪ [www.uesd.k12.ca.us](http://www.uesd.k12.ca.us)

Greg Hetrick, Superintendent ▪ [ghetrick@uesd.k12.ca.us](mailto:ghetrick@uesd.k12.ca.us) ▪ (925) 625-0700





## Principal's Message

Dear Delta Vista Middle School Community,

I can't even begin to express how much of an honor and pleasure it is to serve you, your children, and this amazing staff as your Principal.

As your Principal, my primary objective is to ensure all our students are provided with the opportunity and the necessary "tools" to succeed in both school and life. It is my goal to establish and maintain strong, trusting relationships with all stakeholders in our school community. I am committed to being accessible to our school community, recognizing that my primary responsibility as your Principal is to serve our students, our staff, and our school community. I will always put student safety and success first in any and all decisions I am involved in making at Delta Vista Middle School.

I pride myself on having an open door policy. Please don't ever hesitate to drop-in, call or email me if there's anything I can do for you. If I'm not immediately available, please ask anyone in our front office to locate me for you.

I look forward to working with you this year as partners in the education of our students.

Sincerely,

Rusty Ehrlich, Principal

## School Mission Statement

We will provide our students with exceptional opportunities to grow academically, emotionally, and socially. Furthermore, we will work with students, parents, family, community, and friends to move all students towards excellence.

## School Vision Statement

We believe that all students are capable of growing academically, socially and emotionally.

## School Community Commitments

- Administration will protect academic time, maximize resources, and assist staff in the improvement of all students.
- Teaching and Support Staff will deliver high-quality instruction and challenge students to fulfill their goals and achieve excellence.
- Students will give their best effort each and every day.
- Parents, Family, Community, and Friends will encourage and participate in students' academic, emotional, and social growth.

## Parental Involvement

Parental involvement is always welcomed and encouraged at Delta Vista Middle School. We have a number of parents who volunteer their time in the office and in the classrooms during special events. Delta Vista has an active Parent Teacher Student Association (PTSA), School Site Council (SSC), and English Learner Advisory Committee (ELAC) in which many parents participate. Our philosophy is that the education of our students is a shared responsibility between the school and the family.

For more information on how to become involved, contact the PTSA president, Verenise DiSalvi, (925) 625-6840.

## School Safety

Working collaboratively with our District Office and the Oakley Police Department, Delta Vista Middle School has an updated school safety plan that is in accordance with the requirements of the state of California. Key elements of the plan include disaster preparedness information; emergency agency phone numbers and contact information; and all necessary procedures and reminders of actions that must be taken in the event of any type of emergency. We are committed to providing a safe place for all students, and all aspects of student safety are taken very seriously. To ensure the safety of all students, we spend a great deal of time emphasizing the importance of character and integrity to our students.

The school safety plan was last reviewed, updated and discussed with the school faculty on Wednesday, July 31, 2019.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

The mission of the Oakley Union Elementary School District is to provide a quality education to all students while working in collaboration with our educational community.

## District Vision Statement

The Oakley Union Elementary School District is a diverse learning community committed to educating and empowering today's learners and tomorrow's leaders in a safe and inclusive environment.



## Governing Board

Kim Beede, President  
Lisa Brizendine, Clerk  
Erica Ippolito, Member  
Larry Polk, Member  
Richie Masadas, Member



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



## Panther Creed

- I will treat others as I wish to be treated.
- I will do my very best each and every day at school.
- I will be prepared and on time each and every school day.
- I will do something to make myself and the school better.

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

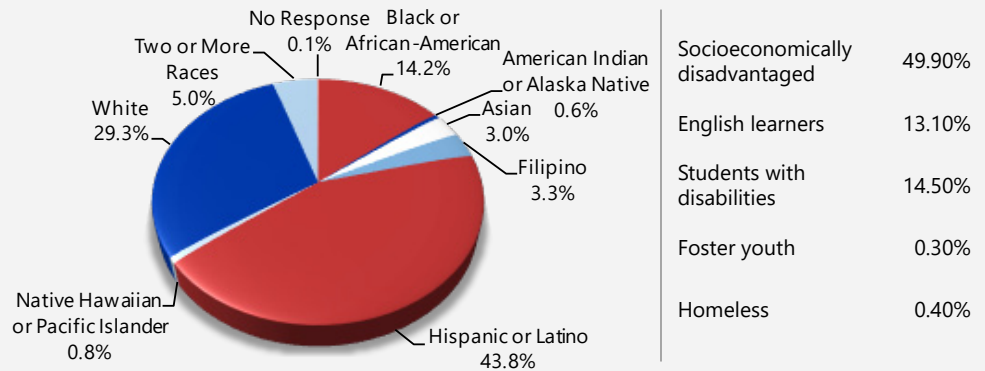
Delta Vista MS			
	16-17	17-18	18-19
Suspension rates	5.3%	7.4%	11.1%
Expulsion rates	0.4%	0.0%	0.3%
Oakley Union ESD			
	16-17	17-18	18-19
Suspension rates	2.7%	2.8%	3.9%
Expulsion rates	0.1%	0.1%	0.1%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

## Enrollment by Student Group

The total enrollment at the school was 904 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year

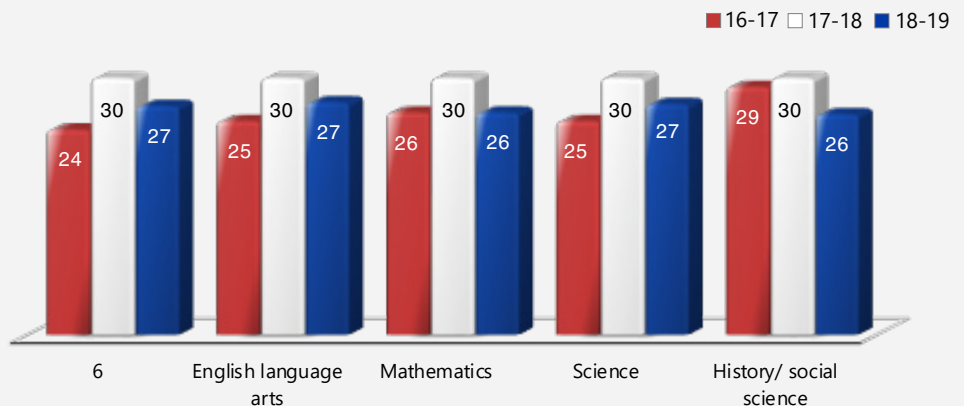


## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



## Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	10	82			12		2	49	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	4	36			7		2	38	
Mathematics	2	16			4		3	18	
Science	3	18			3			21	
History/social science		18			3		3	19	



## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Delta Vista MS		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Delta Vista MS		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	39%	32%	39%	39%	50%	51%
Mathematics	26%	23%	27%	27%	38%	40%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Delta Vista MS
		Grade 7
Four of six standards		18.8%
Five of six standards		25.6%
Six of six standards		29.7%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6–8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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

## CAASPP Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	900	881	97.89%	2.11%	31.96%
Male	435	425	97.70%	2.30%	27.66%
Female	465	456	98.06%	1.94%	35.98%
Black or African-American	128	126	98.44%	1.56%	19.20%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	28	28	100.00%	0.00%	39.29%
Filipino	30	29	96.67%	3.33%	68.97%
Hispanic or Latino	389	382	98.20%	1.80%	26.51%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	265	257	96.98%	3.02%	40.16%
Two or more races	47	46	97.87%	2.13%	34.78%
Socioeconomically disadvantaged	496	486	97.98%	2.02%	22.36%
English learners	176	172	97.73%	2.27%	18.13%
Students with disabilities	135	128	94.81%	5.19%	7.94%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

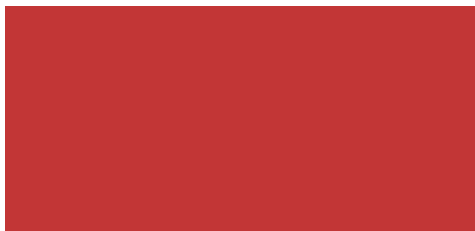
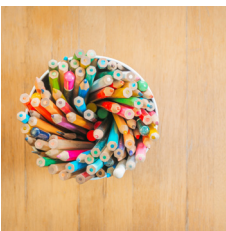




## CAASPP Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	900	883	98.11%	1.89%	22.99%
Male	435	423	97.24%	2.76%	22.22%
Female	465	460	98.92%	1.08%	23.70%
Black or African-American	128	127	99.22%	0.78%	11.02%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	28	28	100.00%	0.00%	32.14%
Filipino	30	30	100.00%	0.00%	70.00%
Hispanic or Latino	389	384	98.71%	1.29%	19.27%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	265	255	96.23%	3.77%	28.63%
Two or more races	47	46	97.87%	2.13%	21.74%
Socioeconomically disadvantaged	496	489	98.59%	1.41%	15.54%
English learners	176	175	99.43%	0.57%	11.43%
Students with disabilities	135	127	94.07%	5.93%	2.36%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Textbooks and Instructional Materials

The district has a process for adopting curriculum from the most recent state-approved list consistent with the Curriculum Frameworks and Instructional Materials cycles. Site curriculum leaders develop criteria for the selection of published curriculum. They then review the published, standards-aligned materials that were adopted by the State Board of Education. From this field, several programs that meet the developed criteria are selected for the pilot. Teachers pilot the selected programs, and after the piloting, teachers meet to identify the textbook series that will be adopted.

The district has adopted standards-based textbooks and instructional materials for all of the core subjects for students in grades K-8. The district has affirmed that every student has access to their own textbooks and instructional materials to use in class and to take home. English learners receive English Language Development through the National Geographic Reach for Reading curriculum in kindergarten through fifth grade. The 6-8 grade English learners use the Collections curriculum published by Houghton Mifflin Harcourt.

Each student in grades K-8 have access to current, state-adopted, standards-based textbooks and other instructional materials. Our district purchases a textbook in each of the curriculum areas for every student.

All teachers receive training on the use of the textbooks and instructional materials and are expected to use the materials with their students. At the end of each year, schools inventory their textbooks and plan for additional textbooks for new students or replacement textbooks for those materials lost or damaged. In addition, at the beginning of the year, schools indicate textbook needs as additional students enroll. Additional textbooks are ordered by our district throughout the year to meet the needs of our students.

### Textbooks and Instructional Materials List

		2019-20 School Year
Subject	Textbook	Adopted
English language arts	<i>California Collections; Houghton Mifflin Harcourt (6-8)</i>	2017
English learners	<i>Reach for Reading; National Geographic Learning (6-8)</i>	2017
Mathematics	<i>Larson Big Ideas Math: Algebra I; Houghton Mifflin Harcourt (6-8)</i>	2015
Science – 6th Grade	<i>Focus on Earth Sciences; McDougal Littell (6)</i>	2007
Science – 7th Grade	<i>Focus on Life Sciences; McDougal Littell (7)</i>	2007
Science – 8th Grade	<i>Focus on Physical Sciences; McDougal Littell (8)</i>	2007
History/social science	<i>World History: Ancient Civilizations; National Geographic/Cengage Learning (6)</i>	2019
History/social science	<i>World History: Medieval to Early Modern Times; National Geographic/Cengage Learning (7)</i>	2019
History/social science	<i>United States History - American Stories: Beginnings to WWI; National Geographic/Cengage Learning (8)</i>	2019

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/18/2019

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

## Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



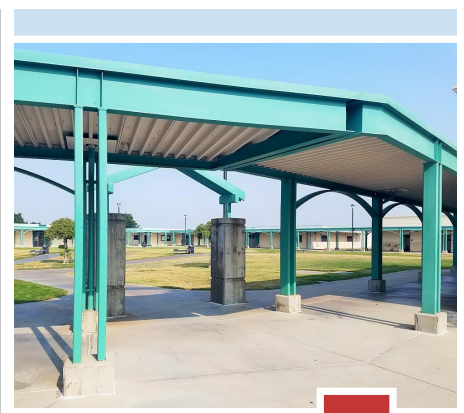




## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	7/3/2019	
<b>Date of the most recent completion of the inspection form</b>	7/3/2019	



## School Facilities

Delta Vista Middle School was built in 2000 and completed its first year in the 2001-02 school year. The school is well maintained. Our staff and students take great pride in its physical appearance. Our facility includes a newly renovated technology lab with modern computers, an art lab, library, two computer labs, student technology devices in all classrooms, well-equipped science labs, indoor and outdoor stages, a music room, and a spacious gymnasium. All interior lighting has been changed to more durable energy-efficient fluorescent T8 lamps, and most of the exterior and parking lot lighting was changed to LED lamps. In addition, Delta Vista is equipped with a full on-site food-service program.

In order to ensure student safety at Delta Vista, we have supervision before school, during school and after school. In addition to teacher supervision, we spend school safety money to fund both before-school and after-school supervision positions. Our before-school supervision begins at 7 a.m., and our after-school supervision goes until 4:05 p.m. In addition, we require all visitors to check in at our office and obtain a visitor's badge prior to coming onto the campus.

Our day custodian and night custodian take pride in our school and work hard at maintaining and keeping our campus looking like new. Through their efforts, our school and grounds are exceptionally clean and free of litter and graffiti. The cleaning of our school also makes it safe for all Delta Vista students. We are all proud that our school facilities in the entire Oakley Union Elementary School District are in outstanding condition.

A number of concrete walkways surround the large grass areas. Delta Vista has a large multiuse field and blacktop area. The campus also includes a large multiuse room, an administrative building, a science wing containing three science lab classrooms, 36 classrooms, five portable classrooms, and an overall capacity to house more than 1,000 students.

## Professional Development

This year, the focus of our staff development days are creating a positive school climate and culture, using data to drive teaching and learning and to increase our technology integration/blended learning opportunities for students. We continue to help teachers strengthen their understanding of social emotional learning, positive behavior supports, response to intervention, trauma informed practices, inclusive practices and designing lessons which remove barriers to learning and provide equity and access for all students.

Additionally, professional learning has continued to focus on helping teachers understand the English language arts (ELA)/English language development (ELD) Roadmap along with refining designated and integrated ELD practices to support English language learners. These professional development opportunities support instruction in English language arts and math for all students, with additional support for students with disabilities, behavioral challenges and struggling readers. Finally, our district has provided training for the new History/Social Studies adopted curriculum for middle school staff.

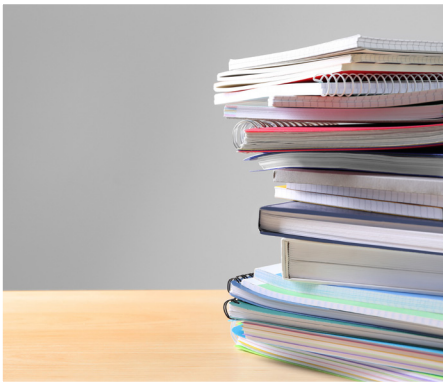
All teachers are given professional development opportunities through our scheduled staff development days, minimum days, and frequent on-site and off-site workshops and conferences. Furthermore, our district has early release Wednesdays at all of our schools in order to provide additional collaborative learning and planning time district-wide for teachers.

All staff development days support professional learning opportunities in best practices and student engagement strategies for teaching all content areas, assessments/data analysis of students, and Response to Intervention in the areas of academics, attendance and behavior.

Based on teacher and administrative input and data from state and local assessments, our district focuses on the areas of social-emotional learning, Response to Intervention, math strategies, writing and integrating/blending learning opportunities with technology. Embedded within these topics is a focus on strategies across the curriculum to keep student engagement high and the concept of designing lessons that reach all students in the classroom.

Our district employs several teachers on special assignment (TOSA). We have one TOSA/Coach for each of the following areas: special education, literacy and math to help support teachers with meaningful lesson design and student engagement in their classrooms.

Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
<b>Number of school days dedicated to staff development and continuous improvement</b>	3	3	3



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	1:450
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	1.000
Social worker	0.000
Nurse	.333
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	0.125

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Oakley Union ESD	Delta Vista MS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	219	33	35	34
Without a full credential	7	2	1	1
Teaching outside subject area of competence (with full credential)	2	0	1	1

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Delta Vista MS			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	0	1	0	
Total teacher misassignments	0	1	0	
Vacant teacher positions	0	1	1	

## Types of Services Funded

The following is a list of federal- and state-funded programs provided to students at OUESD:

- Every Student Succeeds Act, Title I
- Title II (Supporting Effective Instruction)
- Title III (for Limited English Proficient Students)
- Grade Span Average (GSA)
- Special Education
- National School Lunch Program
- Child Development
- California State Lottery
- Medi-Cal Billing Option
- Supplemental
- IDEA
- Local Control Funding Formula



*"We will provide our students with exceptional opportunities to grow academically, emotionally, and socially."*



## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Oakley Union ESD	Similar Sized District
<b>Beginning teacher salary</b>	\$46,447	\$49,378
<b>Midrange teacher salary</b>	\$74,426	\$77,190
<b>Highest teacher salary</b>	\$94,635	\$96,607
<b>Average elementary school principal salary</b>	\$122,818	\$122,074
<b>Average middle school principal salary</b>	\$136,846	\$126,560
<b>Superintendent salary</b>	\$189,624	\$189,346
<b>Teacher salaries: percentage of budget</b>	37%	36%
<b>Administrative salaries: percentage of budget</b>	6%	6%



## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

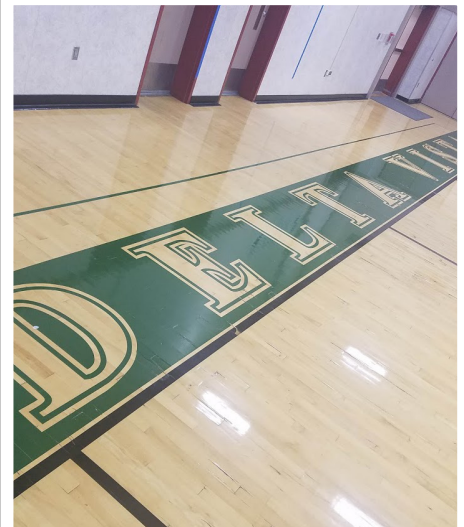
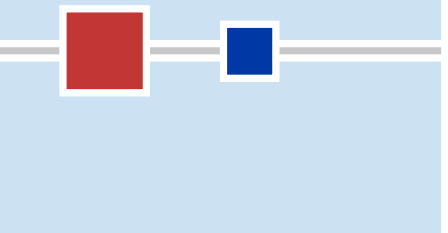
Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Delta Vista MS</b>	\$5,947	\$60,300
<b>Oakley Union ESD</b>	\$7,862	\$52,416
<b>California</b>	\$7,507	\$77,619
<b>School and district: percentage difference</b>	-24.4%	+15.0%
<b>School and California: percentage difference</b>	-20.8%	-22.3%



## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,009
<b>Expenditures per pupil from restricted sources</b>	\$1,062
<b>Expenditures per pupil from unrestricted sources</b>	\$5,947
<b>Annual average teacher salary</b>	\$60,300



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

# Delta Vista Middle School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of **Month Year**.

## School Accountability Report Card

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