Delta View Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Delta View Elementary School
Street	2916 Rio Verde
City, State, Zip	Pittsburg, CA 94565
Phone Number	(925) 261-0240
Principal	Cheryl Champion
Email Address	championc@mdusd.org
Website	http://deltaview.mdusd.org/
County-District-School (CDS) Code	07-61754-0106088

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

School Description and Mission Statement (School Year 2019-20)

At Delta View, our mission is to provide all students with a high quality education, and life skills to be successful individuals and responsible citizens. Emphasis on learning is provided through research-based strategies, technology, and a growth mindset in preparation for college and career readiness.

Delta View offers students a safe, inclusive, positive school environment. The school community creates quality learning experiences to address the diverse needs of all students.and accelerate the progress of all children by motivating them to be successful, life-long learners. There is a rigorous standards-based academic program in place with an emphasis on the development of reading, mathematics, global citizenship, technology skills, effective work habits and responsible citizenship. Students have a chance to learn leadership skills through participation in Choir, Book Club, Mouse Squad, and Student Council. All students participate in challenging, grade-level academic experiences, which help promote their interest in literacy, develop their problem-solving strategies, enhance their creative thinking skills, and build self-confidence. Staff and students utilize Common Core strategies and 21st century technology skills.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	122
Grade 1	130
Grade 2	115
Grade 3	104
Grade 4	100
Grade 5	86
Total Enrollment	657

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.4
Asian	16.4
Filipino	17.7
Hispanic or Latino	35.9
Native Hawaiian or Pacific Islander	0.8
White	6.1
Two or More Races	5.9
Socioeconomically Disadvantaged	52.7
English Learners	26.6
Students with Disabilities	6.1
Foster Youth	1.4
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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	30	30	30
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0
Visual and Performing Arts	Scott Foresman: Silver Burdett Making Music - Adopted 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
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: 10/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rm 164 - two ceiling tiles stained; library - one ceiling tile by HVAC duct stained;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Rm 204 - WAP wire hanging.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bubbler not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Grass out front is brown but cut very short
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	41	51	50	50	50
Mathematics (grades 3-8 and 11)	39	35	39	39	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	299	295	98.66	1.34	41.02
Male	148	146	98.65	1.35	36.30
Female	151	149	98.68	1.32	45.64
Black or African American	22	21	95.45	4.55	23.81
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	55	54	98.18	1.82	53.70
Filipino	47	47	100.00	0.00	57.45
Hispanic or Latino	124	123	99.19	0.81	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	17	17	100.00	0.00	58.82
Two or More Races	23	23	100.00	0.00	30.43
Socioeconomically Disadvantaged	167	167	100.00	0.00	38.92
English Learners	125	122	97.60	2.40	36.07
Students with Disabilities	28	28	100.00	0.00	7.14
Students Receiving Migrant Education Services					
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	299	297	99.33	0.67	34.68
Male	148	146	98.65	1.35	39.73
Female	151	151	100.00	0.00	29.80
Black or African American	22	21	95.45	4.55	14.29
American Indian or Alaska Native					
Asian	55	55	100.00	0.00	49.09
Filipino	47	47	100.00	0.00	53.19
Hispanic or Latino	124	123	99.19	0.81	24.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	17	17	100.00	0.00	41.18

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	23	23	100.00	0.00	39.13
Socioeconomically Disadvantaged	167	167	100.00	0.00	33.53
English Learners	125	124	99.20	0.80	25.00
Students with Disabilities	28	28	100.00	0.00	3.57
Students Receiving Migrant Education Services					
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.3	11.4	11.4

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.

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)

Opportunities for parent involvement include participation in the following decision making groups: School Site Council, English Learner Advisory Committee (ELAC), and the Delta View Parent Teacher Association (PTA). Parents are encouraged to attend Parent Conferences and Parent Nights that focus on homework help, math, reading, and science themes. We also help parents meet the district requirements to volunteer or chaperon field trips. Special projects, committees and interest groups are developed as needed. Teachers are beginning to use various social media formats to communicate with families on a regular basis.

Information pertaining to organized opportunities for parental involvement can be obtained by contacting our school office at (925) 261-0240.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.1	0.1	0.3	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Delta View has a comprehensive safety plan covering crisis response, emergency procedures, organization during a major emergency, and storage of emergency supplies. Fire, Shelter in Place, Intruder Alert and Earthquake drills are practiced regularly. All staff members and students are trained in evacuation and safety procedures. The School Safety Plan is reviewed annually by a committee of parents, teachers, and administrators. The Pittsburg Police Department and the Contra Costa Fire Marshal also contribute input into the plan each year. Safety rules and behavior expectations are reviewed with students at least twice a year during grade level assemblies.

The Delta View School Safety Plan was approved by the School Site Council at a public hearing on 2/21/19.

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.

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	25		6		24		6		24		5	
1	27		4		23		5		26		5	
2	25		4		25		4		23		5	
3	27		3		25		4		26		4	
4	31		3		28		3		33			3
5	32		3	1	32		2	1	29		3	
Other**												

*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.

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

Title	Ratio
Academic Counselors*	1095.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,377.99	$2,566.44	$7,811.55	$75,980.00
District	N/A	N/A	$8,328.50	$78,217.00
Percent Difference - School Site and District	N/A	N/A	-6.4	-2.9
State	N/A	N/A	$7,506.64	$82,403.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	4.0	-8.1

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.

Types of Services Funded (Fiscal Year 2018-19)

Generally funded services include, a part time special education program, a 20% school psychologist, a 60% speech and language therapist, a 60% school counsellor, an after school program and a 40% English language Learner teacher to support the implementation of daily English Language Development. Special funded programs through site funds include a language arts intervention teacher and an additional tech to support technology in classrooms. Other expenditures included the purchase of more student chromebooks, student licenses for Razkids, and Imagine Learning Math Facts. This year we continued to allocate funds for our new implementation of project-based learning through Project Lead The Way (PLTW), Engineering is Elementary (EIE) and Mystery Science. We have also allocated money to support the Implementation of Advancement Via Individual Determination (AVID). Funds were used to purchase school folders, school planners and binders for students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,339	$48,612
Mid-Range Teacher Salary	$73,641	$74,676
Highest Teacher Salary	$98,346	$99,791
Average Principal Salary (Elementary)	$116,573	$125,830
Average Principal Salary (Middle)	$123,726	$131,167
Average Principal Salary (High)	$133,844	$144,822
Superintendent Salary	$280,000	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The district coordinates a variety of staff development programs for teachers and administrators based on assessed needs and state mandates. Two days prior to school and two days during the school year are dedicated to staff development. Professional development on these days are designed by district and site leaders and are based on a review of teacher needs.

Ongoing: A team of teachers attend 3 sessions each year of Positive Behavior Intervention Strategies (PBIS) training. Grade Level leaders meet with their teams/grade levels to analyze student data throughout the year. Individual teachers participate in the implementation of the newly adopted McGraw-Hill Wonder English Language Arts program, Silicon Valley Math Institute, and various 21st century computer skills offered in classes during the summer.

During the 2018-2019 school year, three more teachers were trained in Project Lead The Way (PLTW) making a total of 9 classroom teachers. Two classroom teachers and an administrator were trained in Engineer Is Elementary (EIE). Six teachers attended the AVID (Advancement via Individual Determination) Summer Institute in San Diego and 4 more were trained during 2019. The entire staff is introduced to AVID strategies at monthly staff meetings and during one of the Professional Development days.

Teachers also spent time in grade levels working with the district priority standards for math and language arts. District assessments were analysed several times throughout the school year to continuously monitor student progress in writing, math and language arts. In previous years the district has offered grade level trainings that focus on skills necessary to implement the Common Core standards and strategies. In addition, staff at Delta View meets each Wednesday afternoon to address the following:

- All staff business/planning

- Grade level coordination and curriculum planning, data analysis

- New teacher Induction support program is also available.

Pittsburg Police presented an introduction to being more aware of intruders on campus during the 2018 school year. A school resource officer reviews the school safety plan and community safety meetings have been held to work with parents to continue to create a safe environment.