

Delta Elementary Charter School

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.



Mrs. Vanessa Belair

Principal, Delta Elementary Charter School

About Our School

Delta Elementary Charter School (DECS) strives to cultivate and grow Extraordinary Leaders and Scholars through a collaborative culture and community. Our goal is for all students to "Achieve Greatness" through academic learning, school/community involvement, and personal growth. Delta Elementary Charter School offers an exceptional educational program of strong academic rigor that is balanced with outstanding student support and a wide range of cross curricular and extracurricular opportunities. DECS has a talented faculty that works each day to foster advanced academic learning and promote social and emotional growth for all students. Our goal is to create a true home/school partnership to ensure that all students, staff and families feel safe and welcome at DECS.

The DECS community encourages students and their families to get involved in our school. Parents make DECS a true community and our volunteers make a difference on our campus. Our DECS staff and community members are committed to ensuring that all students have the best educational experience possible and are well prepared for success in the twenty-first century.

We are a Project Based Learning school that truly takes advantage of our agricultural backyard. I encourage all interested families to call me directly to set up a tour of our school. I look forward to meeting you and your child in Clarksburg soon.

Contact

*Delta Elementary Charter School
36230 North School St.
Clarksburg, CA 95612*

*Phone: 916-744-1200
E-mail: vbelair@deltacharter.org*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Don Beno
E-mail Address	dbeno@riverdelta.k12.ca.us
Web Site	http://riverdelta.org

School Contact Information - Most Recent Year	
School Name	Delta Elementary Charter School
Street	36230 North School St.
City, State, Zip	Clarksburg, Ca, 95612
Phone Number	916-744-1200
Principal	Mrs. Vanessa Belair
E-mail Address	vbelair@deltacharter.org
Web Site	www.deltacharter.org
County-District-School (CDS) Code	34674130114660

Last updated: 1/15/2016

School Description and Mission Statement - Most Recent Year

The Mission Statement of Delta Elementary Charter School in Clarksburg is:
 "Growing Leaders and Scholars through Collaborative Culture and Community."

The Core Values of Delta Elementary Charter School are:

Positive Attitude: At DECS, we exemplify empathy and compassion. We assume positive intent and pride ourselves on having a positive outlook and perspective daily.

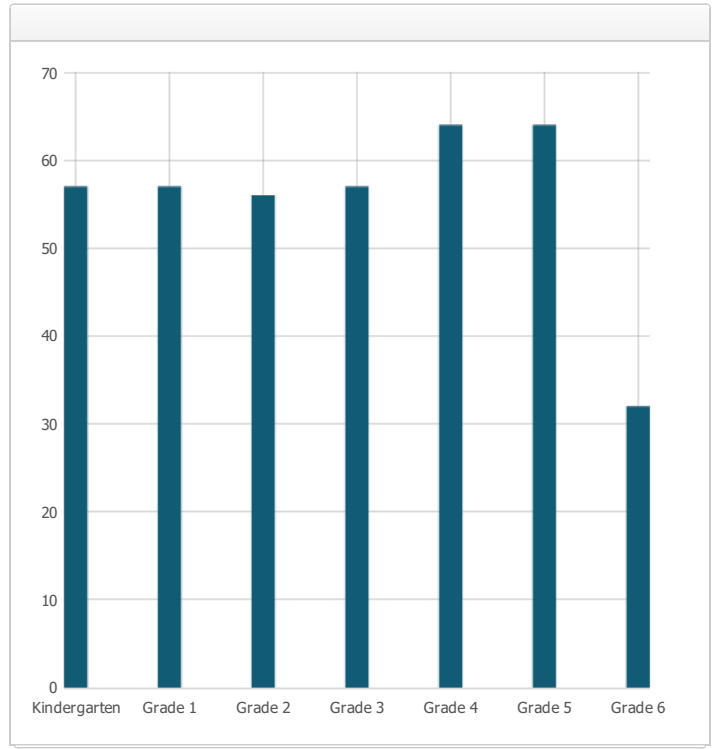
Self-Reflection: At DECS, we strive for continuous improvement through practicing humility, listening actively, having a willingness to change, and speaking our truth.

Collaboration: At DECS, we work as a team to communicate with all stakeholders, build trusting relationships, and engage in courageous conversations. We are valued contributors who work together to develop and achieve common goals.

Last updated: 1/15/2016

Student Enrollment by Grade Level (School Year 2014-15)

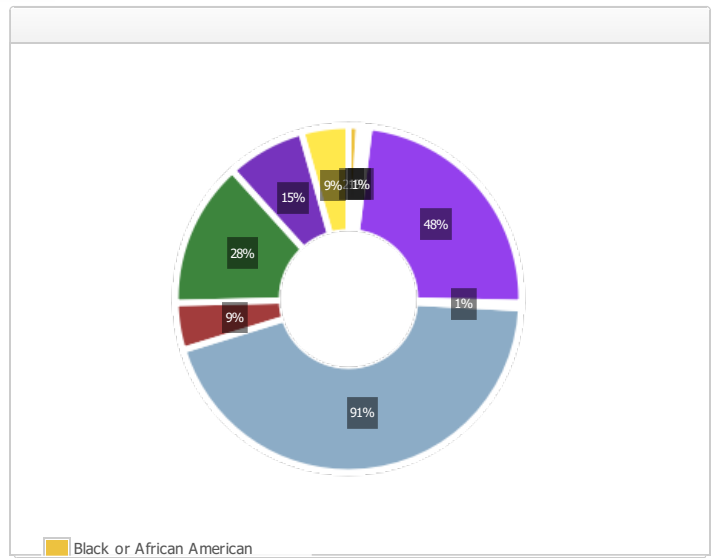
Grade Level	Number of Students
Kindergarten	57
Grade 1	57
Grade 2	56
Grade 3	57
Grade 4	64
Grade 5	64
Grade 6	32
Total Enrollment	382



Last updated: 1/25/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.8 %
American Indian or Alaska Native	1.5 %
Asian	0.9 %
Filipino	1.3 %
Hispanic or Latino	48.8 %
Native Hawaiian or Pacific Islander	1.9 %
White	91.8 %
Two or More Races	9.4 %
Socioeconomically Disadvantaged	28.5 %
English Learners	15.4 %
Students with Disabilities	9.2 %
Foster Youth	0.5 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/25/2016

A. Conditions of Learning

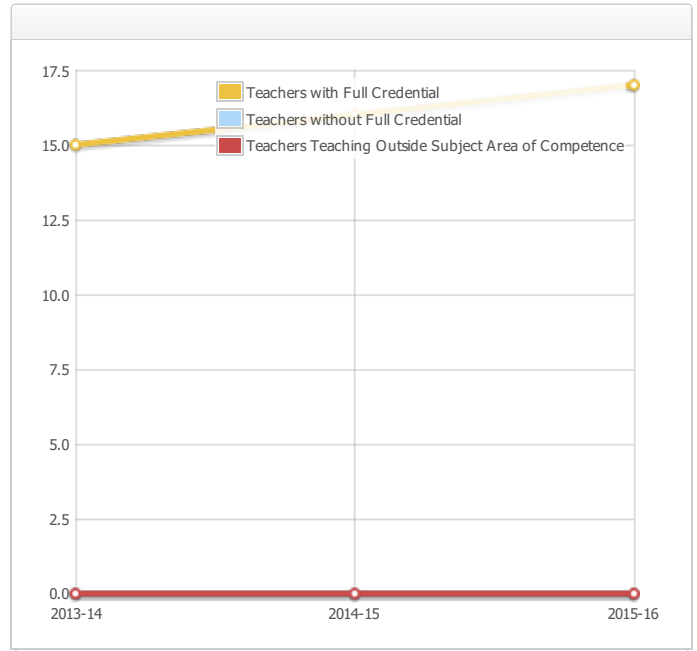
State Priority: Basic

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

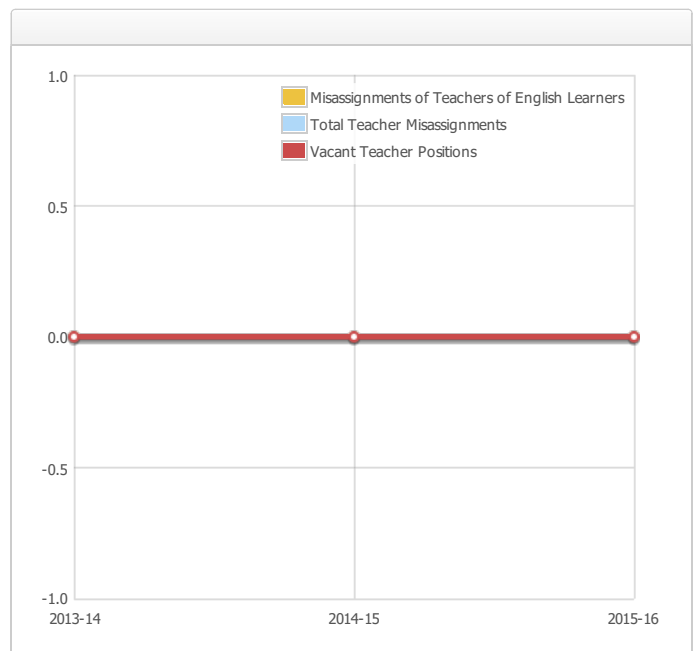
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	16	17	17
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/25/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 1/25/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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 - Most Recent Year

Year and month in which data were collected: July 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders	Yes	0.0 %
Mathematics	McGraw-Hill My Math	Yes	0.0 %
Science	Houghton Mifflin California Science	No	0.0 %
History-Social Science	Houghton Mifflin History-Social Science	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/25/2016

School Facility Conditions and Planned Improvements - Most Recent Year

General repairs such as doors, ramps, and lights were performed. Exterior doors of all rooms were painted. Buildings were powerwashed. The carpets were deep cleaned. Newly upgraded intercoms installed in all classrooms. AC and heat filters replaced.

Last updated: 1/25/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2014

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Had sewer pumped and maintained.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Bi-monthly Pest control services provided. School is powerwashed yearly, and carpets are steamed twice a year.
Electrical: Electrical	Good	Light bulbs and ballasts replaced in 3 classrooms.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restroom door locks upgraded
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Gutters cleaned in the winter months
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Doors newly painted and new wood chips replaced on playground.

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: August 2014

Overall Rating	Exemplary
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Last updated: 1/25/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	42.0%	44.0%
Mathematics (grades 3-8 and 11)	38.0%	38.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	57	100.0%	21.0%	33.0%	32.0%	14.0%
Male	30	30	100.0%	20.0%	37.0%	30.0%	13.0%
Female	27	27	100.0%	22.0%	30.0%	33.0%	15.0%
Black or African American	1	1	100.0%	100.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	22	100.0%	27.0%	36.0%	27.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	28	28	100.0%	18.0%	32.0%	36.0%	14.0%
Two or More Races	6	6	100.0%	0.0%	33.0%	33.0%	33.0%
Socioeconomically Disadvantaged	12	12	100.0%	42.0%	25.0%	25.0%	8.0%
English Learners	7	7	100.0%	57.0%	29.0%	14.0%	0.0%
Students with Disabilities	4	4	100.0%	25.0%	75.0%	0.0%	0.0%
Students Receiving Migrant Education Services	1	1	100.0%	100.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	64	63	98.4%	33.0%	27.0%	27.0%	13.0%
Male	37	37	100.0%	38.0%	27.0%	22.0%	14.0%
Female	26	26	100.0%	27.0%	27.0%	35.0%	12.0%
Black or African American	1	1	100.0%	100.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	1	1	100.0%	0.0%	0.0%	0.0%	100.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	32	32	100.0%	38.0%	25.0%	31.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	26	26	100.0%	27.0%	31.0%	27.0%	15.0%
Two or More Races	3	3	100.0%	33.0%	33.0%	0.0%	33.0%
Socioeconomically Disadvantaged	24	24	100.0%	54.0%	21.0%	21.0%	4.0%
English Learners	6	6	100.0%	83.0%	0.0%	17.0%	0.0%
Students with Disabilities	12	12	100.0%	67.0%	17.0%	17.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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Last updated: 1/26/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	64	63	98.4%	38.0%	16.0%	30.0%	16.0%
Male	30	30	100.0%	40.0%	17.0%	33.0%	10.0%
Female	33	33	100.0%	36.0%	15.0%	27.0%	21.0%
Black or African American	2	2	100.0%	100.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	22	100.0%	55.0%	23.0%	14.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	35	35	100.0%	29.0%	14.0%	40.0%	17.0%
Two or More Races	4	4	100.0%	0.0%	0.0%	50.0%	50.0%
Socioeconomically Disadvantaged	19	19	100.0%	37.0%	26.0%	32.0%	5.0%
English Learners	10	10	100.0%	60.0%	10.0%	20.0%	10.0%
Students with Disabilities	8	8	100.0%	100.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	1	1	100.0%	0.0%	0.0%	0.0%	100.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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Last updated: 1/26/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	32	31	96.8%	29.0%	35.0%	26.0%	10.0%
Male	15	15	100.0%	40.0%	33.0%	13.0%	13.0%
Female	16	16	100.0%	19.0%	38.0%	38.0%	6.0%
Black or African American	1	1	100.0%	0.0%	0.0%	100.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	11	11	100.0%	45.0%	45.0%	9.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	18	18	100.0%	22.0%	28.0%	33.0%	17.0%
Two or More Races	1	1	100.0%	0.0%	100.0%	0.0%	0.0%
Socioeconomically Disadvantaged	13	13	100.0%	31.0%	38.0%	23.0%	8.0%
English Learners	5	5	100.0%	80.0%	20.0%	0.0%	0.0%
Students with Disabilities	1	1	100.0%	0.0%	100.0%	0.0%	0.0%
Students Receiving Migrant Education Services	1	1	100.0%	100.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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Last updated: 1/26/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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Last updated: 1/26/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	57	100.0%	11.0%	44.0%	33.0%	12.0%
Male	30	30	100.0%	13.0%	40.0%	33.0%	13.0%
Female	27	27	100.0%	7.0%	48.0%	33.0%	11.0%
Black or African American	1	1	100.0%	0.0%	100.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	22	100.0%	14.0%	50.0%	27.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	28	28	100.0%	11.0%	36.0%	39.0%	14.0%
Two or More Races	6	6	100.0%	0.0%	50.0%	33.0%	17.0%
Socioeconomically Disadvantaged	12	12	100.0%	25.0%	50.0%	25.0%	0.0%
English Learners	7	7	100.0%	43.0%	14.0%	43.0%	0.0%
Students with Disabilities	4	4	100.0%	25.0%	50.0%	25.0%	0.0%
Students Receiving Migrant Education Services	1	1	100.0%	100.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	64	63	98.4%	14.0%	49.0%	27.0%	10.0%
Male	37	37	100.0%	11.0%	54.0%	24.0%	11.0%
Female	26	26	100.0%	19.0%	42.0%	31.0%	8.0%
Black or African American	1	1	100.0%	100.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	1	1	100.0%	0.0%	0.0%	0.0%	100.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	32	32	100.0%	25.0%	41.0%	31.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	26	26	100.0%	4.0%	58.0%	27.0%	12.0%
Two or More Races	3	3	100.0%	0.0%	67.0%	0.0%	33.0%
Socioeconomically Disadvantaged	24	24	100.0%	38.0%	46.0%	17.0%	0.0%
English Learners	6	6	100.0%	67.0%	33.0%	0.0%	0.0%
Students with Disabilities	12	12	100.0%	17.0%	58.0%	25.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
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 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	64	63	98.4%	40.0%	25.0%	24.0%	11.0%
Male	30	30	100.0%	33.0%	23.0%	23.0%	20.0%
Female	33	33	100.0%	45.0%	27.0%	24.0%	3.0%
Black or African American	2	2	100.0%	50.0%	50.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	22	100.0%	64.0%	14.0%	18.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	35	35	100.0%	29.0%	34.0%	23.0%	14.0%
Two or More Races	4	4	100.0%	0.0%	0.0%	75.0%	25.0%
Socioeconomically Disadvantaged	19	19	100.0%	53.0%	16.0%	26.0%	5.0%
English Learners	10	10	100.0%	70.0%	0.0%	20.0%	10.0%
Students with Disabilities	8	8	100.0%	88.0%	13.0%	0.0%	0.0%
Students Receiving Migrant Education Services	1	1	100.0%	0.0%	0.0%	0.0%	100.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	32	31	96.9%	26.0%	42.0%	6.0%	26.0%
Male	15	15	100.0%	27.0%	47.0%	7.0%	20.0%
Female	16	16	100.0%	25.0%	38.0%	6.0%	31.0%
Black or African American	1	1	100.0%	0.0%	0.0%	100.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	11	11	100.0%	36.0%	45.0%	0.0%	18.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	18	18	100.0%	22.0%	39.0%	6.0%	33.0%
Two or More Races	1	1	100.0%	0.0%	100.0%	0.0%	0.0%
Socioeconomically Disadvantaged	13	13	100.0%	23.0%	38.0%	8.0%	31.0%
English Learners	5	5	100.0%	60.0%	40.0%	0.0%	0.0%
Students with Disabilities	1	1	100.0%	0.0%	100.0%	0.0%	0.0%
Students Receiving Migrant Education Services	1	1	100.0%	0.0%	100.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
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 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 4 = Standard exceeded

Last updated: 1/26/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	41.0%	59.0%	57.0%	56.0%	59.0%	57.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/27/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57.0%
All Students at the School	412.0%
Male	26.0%
Female	31.0%
Black or African American	1.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	20.0%
Native Hawaiian or Pacific Islander	0.0%
White	32.0%
Two or More Races	4.0%
Socioeconomically Disadvantaged	18.0%
English Learners	10.0%
Students with Disabilities	2.0%
Students Receiving Migrant Education Services	1.0%
Foster Youth	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/27/2016

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 English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7%	27.3%	42.4%

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.

Last updated: 1/28/2016

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

Opportunities for Parental Involvement - Most Recent Year

DECS encourages all parents to become involved in our school community. Our Parent Teacher Club is extremely strong and conducts fundraising efforts that allow us to have a fulltime music and art program, a focus on technology and Project Based Learning. It is our families that make the real difference at DECS. Parent volunteers are needed in our classrooms, at our outdoor learning garden and in our music and art studios. All parents wanting to assist in or out of class should contact the front office at 916-744-1200. Our PTC can be contacted through our website at www.deltacharter.org

State Priority: Pupil Engagement

Last updated: 1/28/2016

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

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

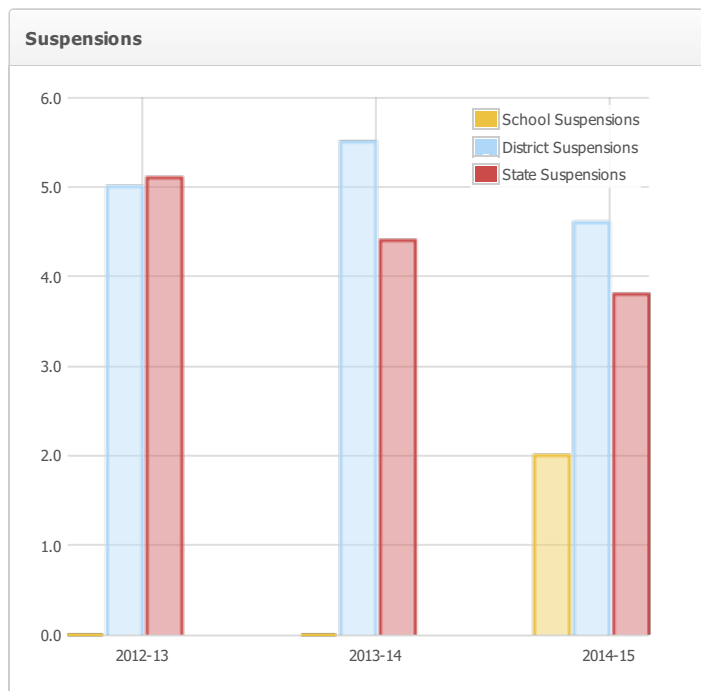
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	2.0	5.0	5.5	4.6	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.2	0.2	0.0	0.1	0.1	0.1



Last updated: 1/28/2016

School Safety Plan - Most Recent Year

The school has a very comprehensive safety plan which includes plans for communicating during major emergencies; key emergency phone numbers; fire and earthquake preparedness; what will be done in the event of a chemical spill, bomb threat or water contamination; as well as armed intruder, abduction and hostage plans.

The safety plan was last reviewed and updated February 1, 2016 and was shared with the faculty on February 27, 2016.

Key elements of the plan include:

During major emergencies the plan states that all sites will communicate with River Delta Unified District office at (707) 374-1700. Additional key phone numbers are provided as well including phone numbers for Delta Elementary Charter School personnel, phone numbers for RDUSD sites and other important community phone numbers.

All emergency signals are electronic; however other means of communication will be used including whistle, bull horn, intercom or voice.

Fire drills are practiced quarterly so that students are aware of what to do in case of an actual fire. Our site safety plans include what to do in the event of an actual fire with the main plan being to evacuate the site and call 9-1-1. Along with our fire drills are All in drills and Lockdown drills which are also practiced quarterly.

In the event of a power failure, plans are included for usage of water and bathrooms since our school is on a well which needs electricity to operate. Portable bathrooms and bottled water will be provided in the event that electricity is expected to be out longer than 2 hours.

Earthquake preparedness drills are practiced both inside and outside of the classrooms and buildings. In the event of an actual earthquake, the District Emergency plan will be activated.

Armed intruder drills have been practiced with staff and students so that they are prepared in the event of an actual emergency.

The safety plan also includes protocols for possible Bomb threats, as well as possible water and/or food contamination.

Last updated: 1/28/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	Yes		
Met Graduation Rate	N/A	Yes	

Last updated: 1/28/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20.0%

Note: Cells with NA values do not require data.

Last updated: 1/28/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-20	21-32		33+	1-20		21-32	33+
K	22.0	1		29.0	2		26.0		2
1	26.0	1		24.0	2		29.0		2
2	24.0	1		29.0	2		28.0		2
3	26.0	1		28.0	2		29.0		2
4	31.0	1		31.0	2		32.0		2
5	32.0	1		32.0	1		32.0		2
6	32.0	1		28.0	1		32.0		1
Other	32.0	1							

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

Last updated: 1/28/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Items that were left blank: Data not available from CDE.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6460.7	\$208.5	\$6252.2	\$46770.4
District	N/A	N/A	--	\$51928.0
Percent Difference – School Site and District	N/A	N/A	--	-10.0%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	--	-34.0%

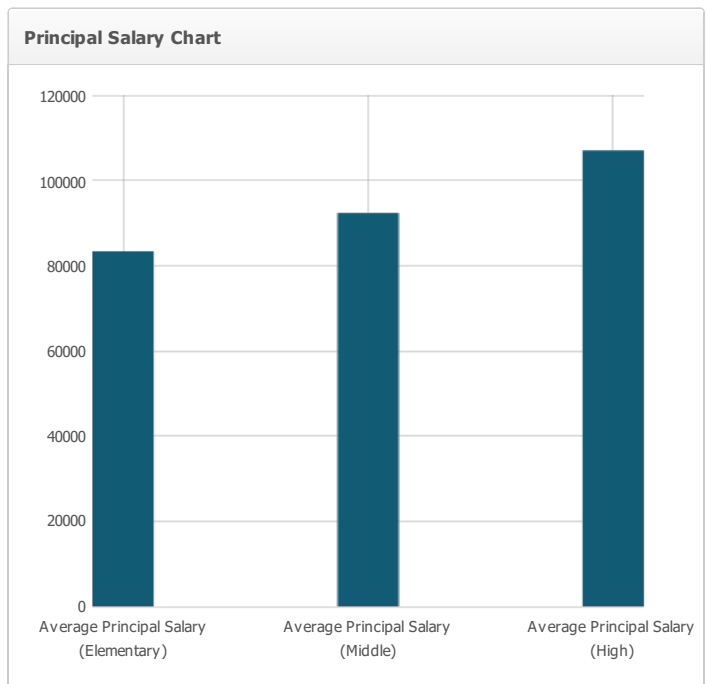
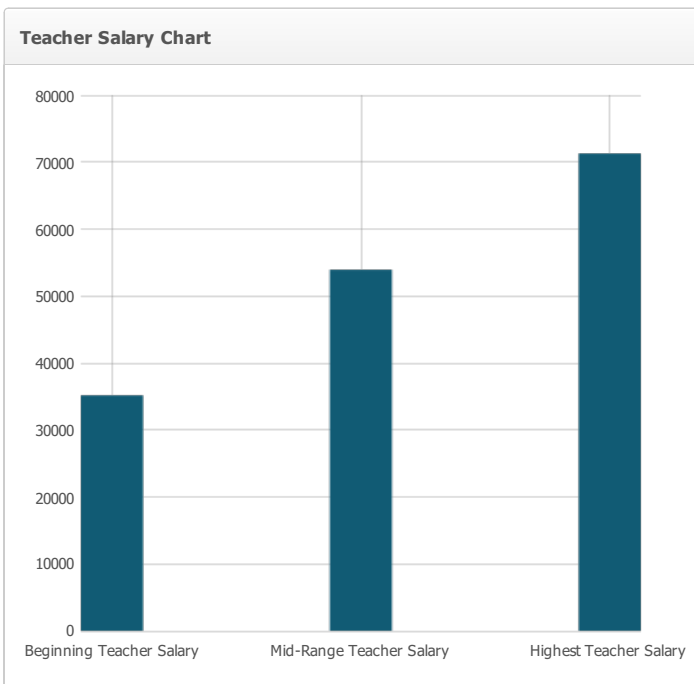
Note: Cells with N/A values do not require data.

Last updated: 1/28/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,174	\$40,379
Mid-Range Teacher Salary	\$53,925	\$62,323
Highest Teacher Salary	\$71,292	\$81,127
Average Principal Salary (Elementary)	\$83,359	\$99,192
Average Principal Salary (Middle)	\$92,323	\$91,287
Average Principal Salary (High)	\$107,014	\$112,088
Superintendent Salary	\$145,000	\$159,821
Percent of Budget for Teacher Salaries	33.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



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Professional Development – Most Recent Three Years

The Professional Development calendar is created each year with the school's Superintendent/Principal and Leadership Team.

Student data, work samples and in class observations determine our PD Plan. All teachers receive an individualized plan geared to the areas they identify with the site administrator. On site coaches and the Principal provides demonstration lessons and observations on a weekly basis.

Wednesday afternoons are designated as our staff collaboration and are focused on utilizing student data to inform our teaching practices. The teacher support plans that are developed by the Superintendent/Principal and are individualized to guide our coaching and provide targeted assistance where needed. DECS supports all staff members to guarantee success that translates to effective teaching practices that engage students in their learning. Common Core professional development has been a priority for all teachers at DECS.

Last updated: 1/28/2016