

# Delta High School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Delta High School
<b>Street</b>	4893 Bethany Lane
<b>City, State, Zip</b>	Santa Maria, CA 93455
<b>Phone Number</b>	(805) 937-6356 x1700
<b>Principal</b>	Nate Maas
<b>Email Address</b>	nmaas@smjuhsd.org
<b>School Website</b>	deltahs.org
<b>County-District-School (CDS) Code</b>	42-69310-4231452

## 2021-22 District Contact Information

<b>District Name</b>	Santa Maria Joint Union High School District
<b>Phone Number</b>	(805) 922-4573, ext. 4202
<b>Superintendent</b>	Mr. Antonio Garcia
<b>Email Address</b>	angarcia@smjuhsd.org
<b>District Website Address</b>	www.smjuhsd.k12.ca.us

## 2021-22 School Overview

Delta is a continuation high school that maintains high academic standards in a nurturing and positive learning environment. The faculty and staff support all students in finding success in working towards graduation and preparing for life after Delta. As students make academic progress, they are often surprised by the accompanying growth in maturity and success in relationships and extracurricular life.

The campus is clean and safe and the current facility was remodeled and expanded in 2010. The campus has the capacity to serve 340 students during the day in addition to students enrolled in independent study and open-source learning opportunities. Delta takes justifiable pride in holding a distinguished and lengthy history of being recognized as a California Model Continuation High School. The state reaffirmed this status most recently in April 2021.

Upon enrollment, each student is assigned a teacher advisor who supports them in all aspects of their high school program. In addition to core classes, students have the option of enrolling in self-paced courses, accessing online classes, completing concurrent-enrollment classes at Allan Hancock, or completing classes through our Career and Technical Education Center. Additionally, Delta High School is at the leading edge in offering innovative curricula to students with our primary goal of graduation and higher education or vocational success in a post-secondary environment. Students may graduate from Delta High School with a fully accredited (Western Association of Schools and Colleges) diploma or in specific cases, return to their home school if established criteria is met.

Of course the importance of family involvement in a student's education cannot be overemphasized. Students need parents' active support and participation in their pursuit of a high school diploma and Delta prides itself in our numerous opportunities for family involvement and the close connection the school maintains with our parent and community partners. Parents can contact staff by phone or email or in-person to access help or kept up-to-date on progress through the program. Parent conferences are welcomed and encouraged.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	80
Grade 12	292
Total Enrollment	372

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.3
Male	63.7
American Indian or Alaska Native	1.1
Asian	0.3
Black or African American	1.1
Filipino	0.3
Hispanic or Latino	87.9
Two or More Races	0.5
White	7.5
English Learners	30.1
Foster Youth	1.1
Homeless	21.5
Socioeconomically Disadvantaged	90.1
Students with Disabilities	5.4

## A. Conditions of Learning

### State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

SMJUHSD provides standards-based aligned textbooks for all students. The textbooks are adopted from a state-approved list. Every student has access to their own textbooks and instructional materials, including English Learners.

Textbook selection is a collaborative process. Textbooks are selected through content area department meetings at the District level. State approved textbooks are evaluated by certificated staff (who teach that specific area content) to determine which one best meets the needs of all students in the district. The selection is then sent to the Board of Education for approval.

Year and month in which the data were collected

Jan 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Elements of Literature/Holt, Rinehart (1994) World Literature/Harcourt, Brace, Jovanovich (1995) Collections/Houghton Mifflin Harcourt (2017)	Yes	0%
<b>Mathematics</b>	California Algebra 1/Holt, Rinehart & Winston (2008) Passport to Algebra and Geometry/McDougal (2001) Algebra I: Concepts and Skills/McDougal Littell (2001) Holt Algebra w/ Trigonometry/Holt, Rinehart (1992)	Yes	0%
<b>Science</b>	Earth Science/Holt, Rinehart & Winston (2007) Biology - The Dynamics of Life/Glencoe (2004) Glencoe: Health/Glencoe McGraw-Hill (2005)	Yes	0%
<b>History-Social Science</b>	World Geography/Glencoe (1996) Modern World History: Patterns.../McDougal (1996) Economics: Principles & Practices/Glencoe (2001)	Yes	0%
<b>Health</b>	Glencoe/McGraw Hill		0%

## School Facility Conditions and Planned Improvements

Delta High School sits on a two-acre lot surrounded by homes. Delta High School's new campus opened August 2010. The school is comprised of three one-story buildings containing 12 classrooms, a career center, administrative offices, storage spaces, restrooms, and a multipurpose room. The three buildings total 17,138 square feet.

There is a large grass play space on the north end of the campus. The south end includes a basketball court, additional grass play space, parking, and a maintenance equipment storage building.

Daily custodial support is provided by one employee shared between this site and Ernest Righetti High School. Large cleaning projects are performed by crews from the comprehensive high schools. Grounds maintenance is provided by Ernest Righetti High School grounds crew.

Staff members are outside supervising students during any class activity as well as during arrival and departure from school. Security is available on campus seven hours a day.

Although the State discontinued the State School Deferred Maintenance Program, the District continues to set aside funds in a restricted account to address expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, and floor systems. For the 2019-20 fiscal year, the District spent \$354,380 on deferred maintenance. In addition, for 2020-21 fiscal year the District spent \$3.46 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.53% of the District's general fund budget.

Planned Improvements (School Year 2021-22)  
Increased. computer connections for the Robotics laboratory.

### Year and month of the most recent FIT report

December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Administration: Patch and paint various areas: WO 11912; Room 403: Replace damaged ceiling tiles; WO 11911; Room 404: Patch and paint : WO 11912;
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	158	NT	NT	NT	NT
<b>Female</b>	56	NT	NT	NT	NT
<b>Male</b>	102	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	138	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	15	NT	NT	NT	NT
<b>English Learners</b>	34	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	36	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	133	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	158	NT	NT	NT	NT
Female	56	NT	NT	NT	NT
Male	102	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	138	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	36	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	133	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

REN Student Groups	REN Total Enrollment	REN Number Tested	REN Percent Tested	REN Percent Not Tested	REN Percent At or Above Grade Level
All Students	275	158	57.45	42.55	5.82
Female	97	51	18.55	16.73	0.73
Male	178	107	38.91	25.82	5.09
American Indian or Alaska Native	16	11	1.45	1.82	0.73
Asian	4	2	0.73	0.73	0.00
Black or African American	5	3	1.09	0.73	0.36

<b>Filipino</b>	3	1	0.36	0.73	0.00
<b>Hispanic or Latino</b>	245	142	51.64	37.45	4.00
<b>Native Hawaiian or Pacific Islander</b>	1	1	0.36	0.00	0.00
<b>Two or More Races</b>	275	158	57.45	42.55	5.82
<b>White</b>	228	134	48.73	34.18	4.36
<b>English Learners</b>	0	26	9.45	8.73	0.00
<b>Foster Youth</b>	3	1	0.36	0.73	0.36
<b>Homeless</b>	42	21	7.64	7.64	0.73
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	275	258	91.27	91.27	85.82
<b>Students Receiving Migrant Education Services</b>	7	2	0.73	1.82	0.00
<b>Students with Disabilities</b>	17	12	1.59	1.82	0.00

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>REN Student Groups</b>	<b>REN Total Enrollment</b>	<b>REN Number Tested</b>	<b>REN Percent Tested</b>	<b>REN Percent Not Tested</b>	<b>REN Percent At or Above Grade Level</b>
<b>All Students</b>	275	142	51.64	48.36	3.64
<b>Female</b>	97	51	18.55	16.73	0.73
<b>Male</b>	178	91	33.09	31.64	2.91
<b>American Indian or Alaska Native</b>	16	8	1.06	2.91	0.00
<b>Asian</b>	4	2	0.73	0.73	0.00
<b>Black or African American</b>	5	3	1.09	0.73	0.00
<b>Filipino</b>	3	1	0.36	0.73	0.00
<b>Hispanic or Latino</b>	245	127	46.18	42.91	2.91
<b>Native Hawaiian or Pacific Islander</b>	1	1	0.36	0.00	0
<b>Two or More Races</b>	275	142	51.64	48.36	3.64
<b>White</b>	228	119	43.27	39.64	3.27
<b>English Learners</b>	0	23	8.36	9.82	0.36
<b>Foster Youth</b>	3	1	0.36	0.73	0
<b>Homeless</b>	42	15	5.45	9.82	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	275	259	90.91	90.91	86.18
<b>Students Receiving Migrant Education Services</b>	7	3	1.09	1.45	0.00
<b>Students with Disabilities</b>	17	11	1.45	2.18	0.00

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	285	NT	NT	NT	NT
<b>Female</b>	102	NT	NT	NT	NT
<b>Male</b>	183	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	260	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	14	NT	NT	NT	NT
<b>English Learners</b>	84	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	132	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	252	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	19	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

At its heart, Delta high school supports a career and technical education outlook within all of our course offerings. However, Delta offers a variety of Career and Technical Education, concurrent enrollment opportunities, and college and career ready courses. We have two certified CTE teachers in Graphic Arts and Video Game Design and offer additional on-campus classes in College and Career Readiness and College Now!

Students can access additional CTE opportunities through dual-enrollment at the comprehensive sites and are welcome to the complete course offerings at the Mark Richardson Career Technical Education Center and Agricultural Farm.

Students are encouraged to take CTE classes as electives along with their required course schedules by the counselor. Students are placed in CTE courses in sequence whenever possible and students are encouraged to talk to the teachers involved in CTE courses. Students in the Graphic Arts and Career Exploration classes are using writing prompts used in the English rubrics when they write essays in the Career Technical area. All communications, formats, reports, letters, memos, e-mails, and online projects are checked for grammar, punctuation, spelling, correct usage, and sentence structure. Project mastery is the method used to confirm competency.

Each student has a student profile which is initiated when the student enrolls at Delta High School. If the student had an existing profile at the comprehensive site and it is available to the Career Center Technician, it is continued and up-graded as student progresses throughout high school. Students also have access to guests and speakers from all industry sectors who are brought into the Career Center to support students in their directed interest field in the relevance of their career choices and educational planning.

John Davis, Assistant Superintendent of Curriculum and Instruction, is the District career technical advisory committee representative and Paul Robinson is the CTE Director.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	144
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	85.91
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents may participate in organized committees such as the School Site Council, Parent/Teacher/Student Committee or the English Language Advisory Committee. Each committee meets approximately 4 to 6 times a year. Parents may also volunteer to help in the classrooms, during field trips, athletic events, clubs, and as tutors.

For additional information or to volunteer please contact Principal Nate Maas at (805) 937-6356 x1700 or [nmaas@smjuhsd.org](mailto:nmaas@smjuhsd.org)

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	16.8	6.8	4.7	8.2	4.8	3.6	9.0	8.9	9.4
<b>Graduation Rate</b>	82.8	89.2	89.5	91.0	91.0	92.5	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	380	340	89.5
<b>Female</b>	145	133	91.7
<b>Male</b>	235	207	88.1
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	337	303	89.9
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	24	21	87.5
<b>English Learners</b>	118	99	83.9
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	131	116	88.5
<b>Socioeconomically Disadvantaged</b>	365	327	89.6
<b>Students Receiving Migrant Education Services</b>	27	25	92.6
<b>Students with Disabilities</b>	29	26	89.7

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	565	544	456	83.8
Female	211	198	162	81.8
Male	354	346	294	85.0
American Indian or Alaska Native	4	4	4	100.0
Asian	1	1	1	100.0
Black or African American	4	4	3	75.0
Filipino	1	1	1	100.0
Hispanic or Latino	500	484	407	84.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	2	66.7
White	44	40	35	87.5
English Learners	150	146	112	76.7
Foster Youth	7	6	3	50.0
Homeless	126	123	98	79.7
Socioeconomically Disadvantaged	489	476	395	83.0
Students Receiving Migrant Education Services	20	18	14	77.8
Students with Disabilities	37	35	34	97.1

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	4.55	0.00	1.56	0.02	3.47	0.20
<b>Expulsions</b>	0.18	0.00	0.07	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.79	1.79	2.45
<b>Expulsions</b>	0.18	0.22	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Delta's Safe School Plan is revised annually. Earthquake and fire drills are held at least once a semester. Administration and the office staff have access to a two-way radio for immediate communication. Administration also has access to cell phones to expedite communication with the District Office in case of an emergency. The office staff has cell numbers available to administration and district staff. Key elements of the school safety plan include: disaster procedures, emergency phone numbers, operations/organization list, safe routes to school, discipline procedures, safe ingress and egress procedures and collaboration with our School Resource Officer. Additionally, there is a "Bully Button" on Delta High School's website: [www.deltahs.org](http://www.deltahs.org).

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	27	4	
Mathematics	11	11	1	
Science	13	11	3	
Social Science	12	26	3	1

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	26	6	1
Mathematics	13	12		
Science	14	14	2	
Social Science	14	22	4	1

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	28	2	1
Mathematics	8	17		
Science	11	15		
Social Science	11	21	2	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	372

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,293.94	625.90	8,668.04	99,034.36
District	N/A	N/A	9,150.30	\$90,193
Percent Difference - School Site and District	N/A	N/A	-5.4	9.3
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	2.6	7.1

## 2020-21 Types of Services Funded

Delta High School receives funding from Title I. Funds are used for professional development, technology upgrades, conferences, intervention materials and supplies, and teacher salaries,.

Categorical funds provide remediation/intervention courses for students in English Language Arts, mathematics, and other core subjects. Supplemental funds are used to improve student academic growth, student support, student engagement, and technology.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,286	\$54,687
Mid-Range Teacher Salary	\$89,402	\$92,222
Highest Teacher Salary	\$107,040	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$166,569	\$162,322
Superintendent Salary	\$260,000	\$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	4%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

## Professional Development

The district provides Professional Development trainings. School wide goals are aligned with the district goals established in the Local Control and Accountability Plan (LCAP). Teachers may attend conferences and trainings that align with the goals established in the Single School Plan for Student Achievement. Professional Learning Communities serve as the framework for all professional trainings. Delta's Title I funds are also used for staff development.

Additionally, Delta provides weekly and ongoing training and professional development during staff meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	5	3

# Santa Maria Joint Union High School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Santa Maria Joint Union High School District
<b>Phone Number</b>	(805) 922-4573, ext. 4202
<b>Superintendent</b>	Mr. Antonio Garcia
<b>Email Address</b>	angarcia@smjuhsd.org
<b>District Website Address</b>	www.smjuhsd.k12.ca.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2258	NT	NT	NT	NT
Female	1086	NT	NT	NT	NT
Male	1172	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	43	NT	NT	NT	NT
Hispanic or Latino	1973	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	189	NT	NT	NT	NT
English Learners	354	NT	NT	NT	NT
Foster Youth	19	NT	NT	NT	NT
Homeless	416	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	1754	NT	NT	NT	NT
Students Receiving Migrant Education Services	126	NT	NT	NT	NT
Students with Disabilities	241	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2258	NT	NT	NT	NT
Female	1086	NT	NT	NT	NT
Male	1172	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	43	NT	NT	NT	NT
Hispanic or Latino	1973	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	189	NT	NT		NT
English Learners	354	NT	NT	NT	NT
Foster Youth	19	NT	NT	NT	NT
Homeless	416	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	1754	NT	NT	NT	NT
Students Receiving Migrant Education Services	126	NT	NT	NT	NT
Students with Disabilities	241	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

REN Student Groups	REN Total Enrollment	REN Number Tested	REN Percent Tested	REN Percent Not Tested	REN Percent At or Above Grade Level
All Students	2586	1921	283.45	116.55	34.41
Female	1225	944	133.06	48.65	15.92
Male	1361	977	150.39	67.89	18.49
American Indian or Alaska Native	158	125	3.34	5.52	2.05
Asian	98	79	10.94	3.09	2.37
Black or African American	36	23	3.80	2.29	1.03



<b>Filipino</b>	71	58	7.82	2.26	1.95
<b>Hispanic or Latino</b>	2250	1710	250.91	95.50	26.43
<b>Native Hawaiian or Pacific Islander</b>	8	6	1.03	0.29	0.12
<b>Two or More Races</b>	2586	1921	283.45	116.55	34.41
<b>White</b>	2022	1530	225.24	87.46	25.20
<b>English Learners</b>	0	279	42.24	18.99	0.15
<b>Foster Youth</b>	20	7	1.14	2.20	0.36
<b>Homeless</b>	279	179	27.70	18.03	3.03
<b>Military</b>	11	7	1.00	0.56	0.15
<b>Socioeconomically Disadvantaged</b>	2586	2398	339.15	339.15	318.22
<b>Students Receiving Migrant Education Services</b>	88	69	8.97	3.56	0.49
<b>Students with Disabilities</b>	282	200	4.84	11.99	0.80

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>REN Student Groups</b>	<b>REN Total Enrollment</b>	<b>REN Number Tested</b>	<b>REN Percent Tested</b>	<b>REN Percent Not Tested</b>	<b>REN Percent At or Above Grade Level</b>
<b>All Students</b>	2586	1778	265.41	134.59	42.63
<b>Female</b>	1225	900	129.06	52.66	22.27
<b>Male</b>	1361	878	136.35	81.94	20.37
<b>American Indian or Alaska Native</b>	158	101	2.64	9.16	2.55
<b>Asian</b>	98	79	11.14	2.89	1.93
<b>Black or African American</b>	36	23	3.85	2.25	0.44
<b>Filipino</b>	71	56	7.70	2.38	1.51
<b>Hispanic or Latino</b>	2250	1528	226.97	119.45	36.17
<b>Native Hawaiian or Pacific Islander</b>	8	7	1.17	0.15	0
<b>Two or More Races</b>	2586	1778	265.41	134.59	42.63
<b>White</b>	2022	1375	204.80	107.90	32.20
<b>English Learners</b>	0	218	33.96	27.27	2.66
<b>Foster Youth</b>	20	6	1.05	2.30	0
<b>Homeless</b>	279	175	26.01	19.72	4.58
<b>Military</b>	11	7	1.00	0.56	0.15
<b>Socioeconomically Disadvantaged</b>	2586	2431	333.18	333.18	319.02
<b>Students Receiving Migrant Education Services</b>	88	60	8.10	4.43	1.61
<b>Students with Disabilities</b>	282	155	4.02	17.82	1.62

\*At or above the grade-level standard in the context of the local assessment administered.