Delta High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 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 coursed, 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	109
Grade 12	271
Total Enrollment	380

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.5
Male	60.3
American Indian or Alaska Native	1.1
Asian	0.0
Black or African American	0.3
Filipino	0.3
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	8.7
English Learners	22.6
Foster Youth	1.6
Homeless	26.1
Migrant	2.9
Socioeconomically Disadvantaged	85.5
Students with Disabilities	5.0

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.30	78.70	309.30	79.20	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	0.88	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	28.10	7.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	21.22	14.80	3.81	12115.80	4.41
Unknown	0.00	0.00	34.70	8.90	18854.30	6.86
Total Teaching Positions	13.10	100.00	390.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.70	
Total Out-of-Field Teachers	2.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Inside the Text, Houghton Mifflin Harcourt (2017) California Collections 10 and 11, Houghton Mifflin Harcourt, (2017) California My Perspectives English Language Arts, grade 10, Pearson (2017) Prentice Hall Literature - British Tradition and American Experience, Prentice Hall (2002) English 3D curriculum - Kate Kinsella (2016) The Great Gatsby - F. Scott Fitzgerald (1925) The Crucible - Arthur Miller (1953) Farewell to Manzanar - Jeanne Wakatsuki Houston and James D. Houston (1973) Joy Luck Club - Amy Tan (1989) Othello - William Shakespeare (1603) Macbeth - Wiliam Shakespeare (1606) Of Mice and Men - John Steinbeck (1937) The Distance Between Us - Reyna Grande (2012) Across a Hundred Mountains - Reyna Grande (2006) Flowers for Algernon - Daniel Keyes (1966) I Am Malala - Malala Yousafzai (2013) Spare Parts - Joshua Davis (2014) The House on Mango Street - Sandra Cisneros (1984) The One and Only Ivan - Katherine Applegate (2012) The Diary of Young Girl - Anne Frank (1947) The Freedom Writers Diary - Erin Gruwell and the Freedom Writers (1999) Warriors Don't Cry - Melba Patillo Beals (1994) NY Times Learning Network website, www.nytimes.com/section/learning Newsela website: newsela.com Reading Plus website: readingplus.com	Yes	0%
Mathematics	California Algebra 1, Holt, Rinehart & Winston (2008) Foundations in Personal Finance 4th Edition - Lampo Licensing	Yes	0%
Science	The Living Earth, BioZone (2020) Prentice Hall Biology, Prentice Hall (2003) Ten Strands website, tenstrands.org	Yes	0%

	CK-12 website: ck12.org MBER website: modelbasedbiology.com BioInteractive website: biointeractive.org Pocketlab Notebook website: thepocketlab.com PhET Interactive Simulations website: phet.colorado.edu Newsela website: newsela.com National Institute of Standards and Technology website: nist.gov American Academy of Forensic Science website: aafs.org		
History-Social Science	World Geography/Glencoe (1996) Modern World History: Patterns.../McDougal (1996) Economics: Principles & Practices/Glencoe (2001) The American Vision, Modern Times, Glencoe (2007) I Am a Star: Child of the Holocaust - Inge Auerbacher (1993) New York Times Upfront Scholastic	Yes	0%
Foreign Language			0%
Health	Glencoe Health (2022)	Yes	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.

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 2021-22 fiscal year, the District spent $107,640 on deferred maintenance. In addition, for 2021-22 fiscal year the District spent $4.41 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.62% of the District's General Fund expenditures.

Planned Improvements (School Year 2022-23)
Increase computer connections for the Robotics laboratory.
Revise office workroom to accommodate additional office space.
Replace two HVAC units.

Year and month of the most recent FIT report	December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:		X		302: Replace damaged ceiling tiles;

School Facility Conditions and Planned Improvements

Interior Surfaces				303: Replace damaged ceiling tiles; 403: Replace damaged ceiling tiles;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	10	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	1	N/A	15	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	168	79.62	20.38	10.12
Female	102	72	70.59	29.41	12.50
Male	108	95	87.96	12.04	8.42
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	182	147	80.77	19.23	9.52
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	24	16	66.67	33.33	12.50
English Learners	59	48	81.36	18.64	0.00
Foster Youth	--	--	--	--	--
Homeless	52	41	78.85	21.15	7.32
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	188	147	78.19	21.81	9.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	165	78.20	21.80	0.61
Female	102	71	69.61	30.39	0.00
Male	108	93	86.11	13.89	1.08
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	182	145	79.67	20.33	0.69
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	24	15	62.50	37.50	0.00
English Learners	59	47	79.66	20.34	0.00
Foster Youth	--	--	--	--	--
Homeless	52	41	78.85	21.15	2.44
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	188	145	77.13	22.87	0.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	2.17	NT	14.72	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	378	231	61.11	38.89	2.17
Female	151	89	58.94	41.06	1.12
Male	226	141	62.39	37.61	2.86
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	334	210	62.87	37.13	1.9
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	15	42.86	57.14	6.67
English Learners	96	59	61.46	38.54	0
Foster Youth	--	--	--	--	--
Homeless	92	59	64.13	35.87	3.39
Military	0	0	0	0	0
Socioeconomically Disadvantaged	350	213	60.86	39.14	2.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	15	68.18	31.82	7.14

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	209
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	72.82
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	N/A	N/A	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.

2022-23 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

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		6.8	5.1		4.8	4.6		8.9	7.8
Graduation Rate		89.2	88.7		91	92.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	292	259	88.7
Female	110	98	89.1
Male	182	161	88.5
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	257	230	89.5
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	27	23	85.2
English Learners	77	65	84.4
Foster Youth	11	9	81.8
Homeless	83	72	86.7
Socioeconomically Disadvantaged	287	254	88.5
Students Receiving Migrant Education Services	16	15	93.8
Students with Disabilities	22	19	86.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	522	387	74.1
Female	221	213	161	75.6
Male	318	308	226	73.4
American Indian or Alaska Native	6	6	5	83.3
Asian	0	0	0	0.0
Black or African American	3	2	1	50.0
Filipino	1	1	1	100.0
Hispanic or Latino	472	456	334	73.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	3	1	33.3
White	52	52	43	82.7
English Learners	127	124	95	76.6
Foster Youth	15	13	10	76.9
Homeless	137	130	102	78.5
Socioeconomically Disadvantaged	501	484	360	74.4
Students Receiving Migrant Education Services	13	12	7	58.3
Students with Disabilities	31	30	21	70.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.79	1.79	2.45
Expulsions	0.18	0.22	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.85	0.02	3.74	0.20	3.17
Expulsions	0.00	0.00	0.00	0.25	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.85	0.00
Female	1.36	0.00
Male	2.20	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.57	0.00
Foster Youth	0.00	0.00
Homeless	3.65	0.00
Socioeconomically Disadvantaged	1.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.23	0.00

2022-23 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.

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	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	1	
Mathematics	11	13		
Science	7	20		
Social Science	9	38	2	

2021-22 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	380

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	19,585.91	2,472.70	17,113.21	100,573.57
District	N/A	N/A	8,473.16	$89,577
Percent Difference - School Site and District	N/A	N/A	67.5	11.6
State	N/A	N/A	$6,594	$94,126
Percent Difference - School Site and State	N/A	N/A	88.7	6.6

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$55,947
Mid-Range Teacher Salary	$89,402	$90,080
Highest Teacher Salary	$107,040	$117,121
Average Principal Salary (High)	$166,569	$164,633
Superintendent Salary	$260,000	$261,984
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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
Total AP Courses Offered Where there are student course enrollments of at least one student.	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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	5