

Delta High School

4893 Bethany Ln. • Santa Maria CA, 93455 • (805) 937-6356, ext.1701 • Grades 9-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Santa Maria Joint Union High School District

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District Governing Board

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Mr. John Davis
Assistant

Superintendent/Curriculum

Mrs. Yolanda Ortiz
**Assistant Superintendent/Business
Services**

Mr. Kevin Platt
**Assistant Superintendent/Human
Resources**

School Description

Delta High School is on the cutting edge in offering a variety of curricula to students. The primary goal of Delta High School is to redirect and focus students towards graduation from high school. Students may graduate from Delta High School or return to their home school, at the beginning of the fall semester, as long as the established criteria is met.

In May 2015, Delta High School was recognized as a California Model Continuation High School.

Delta High School's current facility is seven years old. The campus has the capacity to serve around 340 students during the day. In addition, several other students attend Independent Study.

Delta High School has a staff that is committed to the success of your child. Each student is assigned an Advisor who works with him/her in all aspects of his/her high school program. As well as students being enrolled in assigned classes, they have the option of enrolling in self-pace course(s). Students have access to the PLATO Computer Lab and the On-Track Credit Recovery (OTCR) program. Delta High School is a fully accredited school by the Western Association of Schools and Colleges (WASC).

Delta has high academic standards with a very nurturing and positive learning environment. The faculty and staff want all of the students to be successful at Delta. Students, who take the responsibility to engage in their education, will be rewarded with personal, social and academic growth.

The importance of parent involvement in a child's education cannot be over emphasized. Students need parents' active support and participation in their pursuit of a high school diploma. Parents can contact their child's Advisor by phone or email to be kept up-to-date with their child's progress. Parents also have access to the online Parent/Student Portal to view academic process and attendance. Parent conferences are welcomed and encouraged. The key to a student's success in school is positive communication between the student, parent, and school.

VISION STATEMENT:

Our VISION is to provide a student-centered environment where all individuals can succeed with the support of the school, family, and community. Through a variety of educational options, all students have access to a meaningful, relevant, and standards-based curriculum that prepares them for the world of work and/or post-secondary endeavors. Given the opportunity to make their own choices, all students are treated as young adults and are expected to be active participants in planning their educational progress and achieving personal growth.

MISSION STATEMENT:

By raising expectations, giving constant encouragement, and creating an environment that empowers students, we eliminate all excuses that limit a student from reaching his or her personal and academic potential.

MOTTO:

"Expect. Encourage. Empower. No Excuses!"

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	91
Grade 12	280
Total Enrollment	372

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0
Asian	0.3
Filipino	0
Hispanic or Latino	88.7
Native Hawaiian or Pacific Islander	0
White	8.3
Two or More Races	0.8
Socioeconomically Disadvantaged	86
English Learners	32.8
Students with Disabilities	4.6
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Delta High School	14-15	15-16	16-17
With Full Credential	13	13	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Maria Joint Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Delta High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.4	5.6
Districtwide		
All Schools	99.1	0.9
High-Poverty Schools	99.1	0.9
Low-Poverty Schools	0.0	0.0

* 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 (School Year 2016-17)

SMJUHSD provides standards-based aligned textbooks for all students. The textbooks are adopted from a state-approved list. The state approved textbooks are evaluated by certificated staff.

Every student has access to their own textbooks and instructional materials. Students were also issued their own tablet.

Textbooks and Instructional Materials Year and month in which data were collected: June 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Elements of Literature/Holt, Rinehart (1994) The British Tradition/Prentice Hall Literature (2002) The American Experience/Prentice Hall Literature (2002) World Literature/Harcourt, Brace, Jovanovich (1995) Prentice Hall Literature: Gold (2004) Prentice Hall Literature: Platinum (2004) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Earth Science/Holt, Rinehart & Winston (2007) Biology - The Dynamics of Life/Glencoe (2004) Glencoe: Health/Glencoe McGraw-Hill (2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World Geography/Glencoe (1996) Modern World History: Patterns.../McDougal (1996) Economics: Principles & Practices/Glencoe (2001) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Delta High School sits on a two-acre lot surrounded by homes. Delta High School is a brand new campus. The new facility opened August 2010. The school is comprised of three one-story buildings containing 12 classrooms, a career center, an Independent Study office, administrative offices, storage spaces, restrooms, and a multipurpose room. The three new buildings total 17,138 square feet, an increase of approximately 5,000 square feet larger than the old school.

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 the 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 2015-16 fiscal year, the District spent \$483,144 on deferred maintenance. In addition, for 2015-16 fiscal year the District spent \$2.73 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 3.09% of the District's general fund budget.

Planned Improvements (School Year 2015-16)
No planned improvements.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/1/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Administration: secure loose baseboard, replace damaged ceiling tiles; Room 203: replace damaged ceiling tiles; Room 303: replace damaged ceiling tiles; Room 304: patch and paint south wall; Room 306: replace damaged ceiling tiles; Room 401: replace damaged ceiling tiles;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Girls Rest Room: replace light tubes
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 Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	10	8	41	47	44	48
Math	1	1	18	21	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	6	--	--	40	37	33	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	223	198	88.8	7.7
Male	11	138	124	89.9	6.6
Female	11	85	74	87.1	9.5
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	197	175	88.8	8.7

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	11	18	15	83.3	
Socioeconomically Disadvantaged	11	191	169	88.5	7.8
English Learners	11	74	61	82.4	3.3
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	223	196	87.9	0.5
Male	11	138	123	89.1	0.8
Female	11	85	73	85.9	
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	197	173	87.8	0.6
White	11	18	15	83.3	
Socioeconomically Disadvantaged	11	191	167	87.4	0.6
English Learners	11	74	61	82.4	
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (School Year 2016-17)

Contact Person Name: Esther Prieto-Chávez

Contact Person Phone Number: 805-937-6356, x1701

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, sports events, and as tutors.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

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. The data collection tools include suspensions, expulsions, and discipline referral reports. Key elements of the school safety plan include: disaster procedures, emergency phone numbers, operations/organization list, safe routes to school, drugs and alcohol, harassment, sexual harassment, hate crimes, and suicide intervention protocol. Additionally, there is a "Bully Button" on each school's website.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	12.3	6.5	5.4
Expulsions Rate	0.4	0.0	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	8.6	7.1	4.8
Expulsions Rate	0.1	0.2	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2007-2008
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	407

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2013-14	2014-15	2015-16	1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	14	12	12	47	30	30	12	3	3			
Mathematics	17	14	14	20	15	15	8					
Science	11	12	12	25	11	11		2	2			
Social Science	12	13	13	30	18	18	6	6	6			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The district provides all Professional Development training. Teachers may attend conferences and trainings that align with the goals established in the Single School Plan for Student Achievement. At this time, the District focuses professional development activities on Common Core State Standards and developing appropriate instructional techniques. Professional Learning Communities serve as the framework for all professional trainings. Delta's Title I funds are also used for staff development.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,371	\$46,184
Mid-Range Teacher Salary	\$80,484	\$75,179
Highest Teacher Salary	\$96,363	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$144,952	\$137,939
Superintendent Salary	\$209,955	\$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6198.54	893.17	5305.37	68594.05
District	♦	♦	6106.72	\$78,464
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-13.1	-5.1
Percent Difference: School Site/ State			13.1	-5.1

* Cells with ♦ do not require data.

Types of Services Funded

Delta High School receives funding from Title I and Perkins. 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. Plus, funds are used to improve student academic growth, student support, student engagement, and technology.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
	2011-12	2013-14	2014-15
Delta High School			
Dropout Rate	10.60	12.00	7.20
Graduation Rate	84.01	83.91	88.59
Santa Maria Joint Union High School			
Dropout Rate	10.60	12.00	7.20
Graduation Rate	84.01	83.91	88.59
California			
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	126
% of pupils completing a CTE program and earning a high school diploma	86.00%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75.00%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	82.9
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	100	89	86
Black or African American	100	100	78
American Indian or Alaska Native	100	83	78
Asian	100	94	93
Filipino	100	88	93
Hispanic or Latino	99	89	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	88	91
Two or More Races	100	90	89
Socioeconomically Disadvantaged	100	55	66
English Learners	71	52	54
Students with Disabilities	77	65	78

Career Technical Education Programs

Delta High School offers Graphic Arts and Career Exploration classes to help students prepare for the world-of-work and to develop an awareness of job skills and training required for occupations in the career pathways.

Students are encouraged to take CTE classes as electives along with their required course schedules by the Academic Coordinator. Students are placed in CTE courses in sequence whenever possible. 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 five paragraph essays in the Career Technical area. All communications, formats, reports, memos, e-mails, and online projects are checked for grammar, punctuation, spelling, correct usage, and sentence structure. Project mastery is the method used to test Graphic Arts competencies. In the Career Exploration classes, resume formats are graded for correctness of format and appropriateness of use in obtaining a job.

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.

Speakers in all the industry sectors are brought into the Career Center to stimulate, motivate, and educate students in their directed interest field and the relevance of their Career Choice to the "World-of-Work". Speakers from all post-secondary schools are used from Allan Hancock College, Santa Barbara Business College, Universal Technical Institute, Arizona Auto Institute, and Fashion Institute of Design and Modeling. All branches of the military provide speakers for student information.

Delta High School follows the students' Six Year Plan for all students as most students are referred from the district's comprehensive schools. Each year, students complete interest inventories and complete research on their career focus and related post-secondary education.

The students complete their portfolios by the time they graduate. This portfolio includes self-assessments, resumes, references, academic and personal achievements, samples of work career research, cover letters, interviews, job applications and all job openings posted in the Career Center.

The Graphic Arts classes complete a variety of computer generated projects. They learn graphic arts functions, applications of desktop publishing, and electronic imaging software.

Delta High School does not have an established ROP program. Delta students do attend other schools in the district for ROP classes.

John Davis, Assistant Superintendent of Curriculum and Instruction, is the District career technical advisory committee representative. At this time, there are no industries represented.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

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.