



# Delta High School

4893 Bethany Ln. • Santa Maria CA, 93455 • (805) 937-6356, ext.1701 • Grades 9-12  
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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Santa Maria Joint Union High School District

2560 Skyway Dr.  
Santa Maria CA, 93455  
(805) 922-4573, ext. 4202  
www.smjuhsd.k12.ca.us

#### District Governing Board

Mr. Dominick Palera, Board  
President  
Mrs. Amy Lopez, Clerk of the Board  
Dr. Jack Garvin, Member  
Dr. Carol Karamitsos, Member  
Mrs. Diana Perez, Member

#### District Administration

Dr. Mark Richardson  
**Superintendent**  
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 and again in April 2018, Delta High School was recognized as a California Model Continuation High School.

Delta High School's current facility is eight 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	114
Grade 12	276
<b>Total Enrollment</b>	<b>390</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.3
Hispanic or Latino	91.3
Native Hawaiian or Pacific Islander	0.0
White	7.2
Socioeconomically Disadvantaged	84.6
English Learners	27.9
Students with Disabilities	5.6
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Delta High School	16-17	17-18	18-19
<b>With Full Credential</b>	13	13	13.5
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Santa Maria Joint Union High School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	388
<b>Without Full Credential</b>	♦	♦	6
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Delta High School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

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.

Textbooks and Instructional Materials Year and month in which data were collected: Jan 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Elements of Literature/Holt, Rinehart (1994) World Literature/Harcourt, Brace, Jovanovich (1995) Collections/Houghton Mifflin Harcourt (2017)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Earth Science/Holt, Rinehart & Winston (2007) Biology - The Dynamics of Life/Glencoe (2004) Glencoe: Health/Glencoe McGraw-Hill (2005)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	World Geography/Glencoe (1996) Modern World History: Patterns.../McDougal (1996) Economics: Principles & Practices/Glencoe (2001)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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'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 Pioneer Valley High School's 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 2017-18 fiscal year, the District spent \$510,153 on deferred maintenance. In addition, for 2017-18 fiscal year the District spent \$2.97 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.82% of the District's general fund budget.

Planned Improvements (School Year 2018-19)

Paving repairs, slurry seal of all parking lots and paved play areas.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Administration: Paint and patch various areas WO#65219; Room 201: Replace damaged ceiling tiles WO#65220; Room 304: Replace damaged ceiling tiles WO#65220; Room 403: Paint and patch interior WO#65219
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	7.0	8.0	46.0	44.0	48.0	50.0
Math	0.0	1.0	18.0	19.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the

total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	184	96.34	8.15
Male	114	109	95.61	6.42
Female	77	75	97.40	10.67
Filipino	--	--	--	--
Hispanic or Latino	181	175	96.69	6.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	171	164	95.91	7.32
English Learners	95	93	97.89	2.15
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	179	93.72	0.56
Male	114	105	92.11	0.95
Female	77	74	96.1	0
Filipino	--	--	--	--
Hispanic or Latino	181	172	95.03	0.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	171	160	93.57	0.63
English Learners	95	89	93.68	1.12
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

Contact Person Name: Esther Prieto-Chávez, Principal

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 State priority: School Climate (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 Delta High School's website: [www.deltahs.org](http://www.deltahs.org).

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.4	7.1	4.7
Expulsions Rate	0.2	0.2	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.8	5.0	3.3
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	.25
Average Number of Students per Staff Member	
Academic Counselor	390

\* 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*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	12.0	14.0	13.0	30	30	28	4	4	6			
Mathematics	14.0	16.0	14.0	11	9	12		1				
Science	11.0	11.0	10.0	14	16	16						
Social Science	7.0	11.0	11.0	43	25	28	1	2	3			

\* 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 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. At this time, the district focuses professional development activities on implementing Common Core State Standards and developing appropriate assessments and 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,904	\$50,747
Mid-Range Teacher Salary	\$85,079	\$86,127
Highest Teacher Salary	\$101,864	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$158,363	\$150,286
Superintendent Salary	\$229,380	\$238,058
Percent of District Budget		
Teacher Salaries	33.0	34.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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)			
Delta High School	2014-15	2015-16	2016-17
Dropout Rate	22.2	15.7	12.5
Graduation Rate	68.8	78.6	82.1
Santa Maria Joint Union High School	2014-15	2015-16	2016-17
Dropout Rate	7.2	6.9	6.9
Graduation Rate	88.6	89.3	88.7
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12790.60	1594.11	11196.49	89863.14
District	◆	◆	8498.45	\$85,098
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			27.4	5.4
Percent Difference: School Site/ State			44.4	4.6

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	91.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0



Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	89.5	88.7
Black or African American	80.0	80.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	0.0	90.0	94.9
Filipino	100.0	89.3	93.5
Hispanic or Latino	100.0	90.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	84.5	92.1
Two or More Races	0.0	88.2	91.2
Socioeconomically Disadvantaged	100.0	89.9	88.6
English Learners	91.1	62.4	56.7
Students with Disabilities	84.6	44.7	67.1
Foster Youth	100.0	62.5	74.1

### 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 counselor. 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, 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 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.