



Delta High School

4893 Bethany Ln. • Santa Maria CA, 93455 • (805) 937-6356, ext.1701 • Grades 9-12
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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Santa Maria Joint Union High School District

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Superintendent/Curriculum**

Mrs. Yolanda Ortiz
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**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 was remodeled and expanded in 2010. 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	128
Grade 12	250
Total Enrollment	378

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	1.1
Hispanic or Latino	88.9
White	6.3
Two or More Races	1.1
Socioeconomically Disadvantaged	88.1
English Learners	26.7
Students with Disabilities	4.5
Foster Youth	1.6
Homeless	27.2

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 for Delta High School	18-19	19-20	20-21
With Full Credential	13.5	13	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Maria Joint	18-19	19-20	20-21
With Full Credential	♦	♦	432
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Delta High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Elements of Literature/Holt, Rinehart (1994) World Literature/Harcourt, Brace, Jovanovich (1995) Collections/Houghton Mifflin Harcourt (2017) 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%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Glencoe/McGraw Hill Percent of students lacking their own assigned textbook: 0%

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

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 2019-20 fiscal year, the District spent \$450,050 on deferred maintenance. In addition, for 2019-20 fiscal year the District spent \$3.65 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 3.06% of the District's general fund budget.

Planned Improvements (School Year 2019-20)

Increased. computer connections for the Robotics laboratory.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/28/2020 - 12/29/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Boys Rest Room: Paint partitions from vandalism; WO 2980; Room 306: Replace damaged ceiling tiles; WO 2981; Room 403: Replace damaged ceiling tiles; WO 2981;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	6	N/A	50	N/A	50	N/A
Math	0	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	1	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Contact Person Name: Sal Reynoso, 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 (School Year 2020-2021)

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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.7	4.6	3.3	1.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.8	1.8	2.5
Expulsions	.18	.22	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	378

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
English	13	28	6		12	27	4		14	26	6	1
Mathematics	14	12			11	11	1		13	12		
Science	10	16			13	11	3		14	14	2	
Social Science	11	28	3		12	26	3	1	14	22	4	1

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,320	\$52,670
Mid-Range Teacher Salary	\$87,649	\$89,660
Highest Teacher Salary	\$104,941	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$163,303	\$158,074
Superintendent Salary	\$231,674	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31.0	32.0
Administrative Salaries	4.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9,756.57	888.09	8,868.47	95,077.39
District	N/A	N/A	8,276.15	\$88,901
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	6.9	6.7
School Site/ State	13.5	5.2

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

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. Plus, funds are used to improve student academic growth, student support, student engagement, and technology.

State Priority: Pupil Engagement

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

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

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

Rate for Delta High School	2016-17	2017-18	2018-19
Dropout Rate	12.5	7.7	16.8
Graduation Rate	82.1	87.9	82.8

Rate for Santa Maria Joint Union High School District	2016-17	2017-18	2018-19
Dropout Rate	6.9	5.3	8.2
Graduation Rate	88.7	91.2	91

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	190

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	83.07

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).

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.