Delta High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Delta High School
Street	52810 Netherlands Ave.
City, State, Zip	Clarksburg, CA 95612-0100
Phone Number	(916) 744-1714
Principal	Craig Cornelson, Principal
Email Address	rcornelson@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674135731708

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	https://rdusd-ca.schoolloop.com

2023-24 School Description and Mission Statement

Delta High School provides a comprehensive educational experience for high school students from grades 10-12. From the safety of our small campus to the importance of a respectful learning environment promoting rigor and meaningful instructional programs, all aspects of the school contribute to providing students with the skills they need to be successful learners. It is our goal to create an equitable learning environment so that we meet all students at their level of need. We believe that by increasing the number of students meeting college entrance requirements, matching those requirements to complement career and technical pathways, and offering a diverse extra-curricular program, we meet every student by need.

Mission: To provide a high quality and equitable education for all students in a committed learning community. Students will achieve at their highest potential through participation in academics, the arts, athletics, AVID, agricultural programs and clubs.

Vision: All students at Delta High School are educated for college and career readiness and individually prepared to become citizens who show respect, make good decisions, and think critically to solve problems.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	77
Grade 11	49
Grade 12	77
Total Enrollment	203

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
American Indian or Alaska Native	0.5%
Black or African American	1%
Filipino	0.5%
Hispanic or Latino	66.5%
Native Hawaiian or Pacific Islander	1%
Two or More Races	3.4%
White	27.1%
English Learners	14.8%
Homeless	1%
Migrant	18.2%
Socioeconomically Disadvantaged	59.6%
Students with Disabilities	11.8%

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)	9.30	79.28	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	6.05	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	4.18	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.20	10.23	6.30	5.11	18854.30	6.86
Total Teaching Positions	11.70	100.00	123.80	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)	8.40	69.28	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	1.10	9.72	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	12.52	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	3.05	0.70	0.59	11953.10	4.28
Unknown	0.60	5.27	6.20	5.30	15831.90	5.67
Total Teaching Positions	12.10	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.40
Misassignments	0.40	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	9.3	19
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, StudySync, Grade 9-12, Adopted June 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0%

	Adopted by the RDUSD Board of Trustees in June 2016 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
Mathematics	Big Ideas Learning, Larson Big Ideas Math: Algebra 1, adopted May 2015, Algebra 2, adopted Sept 2017, Geometry, adopted June 2016; Cengage Learning Pre-Calculus with Calc Chat and Calc View for Math Analysis H, adopted 2015; Houghton Mifflin, Early Transcendental Functions: Calculus AB/AP, Adopted in June 2015; W.H.Freeman, The Practice of Statistics: AP Statistics, Adopted in June 2015 There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. All textbooks and materials are adopted by the RDUSD Board of Trustees and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0%
Science	Pearson publishing's Miller and Levine Biology (c) 2020 for CP Biology adopted 2019 and Campbell's Biology for AP Biology, adopted 2021; Pearson Prentice Hall Earth Science (c) 2017; Holt, Rhinehart and Winston Modern Chemistry for CP Chemistry, Pearson's The Central Science 14th edition for AP Chemistry, adopted 2021; Prentice Hall Conceptual Physics for CP Physics, adopted 2007; CRC Press, Principles of Soil Chemistry for Ag Environmental Science, Adopted in 2016; Delmar Cengage Learning, Modern Livestock and Poultry, Adopted in 2010; Cengage Learning, College Physics (for AP Physics, Adopted in 2009. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0%
History-Social Science	Pearson Prentice Hall's World History: The Modern Era for CP World History and Geography, adopted 2018; , United States History: The Twentieth Century (c) 2019 , Adopted in 2018; Pearson, Magruders American Government (c) 2019 for CP United States Government, Adopted in June 2018; Pearson, Government in American: People, Politics and Policy for AP Government, Adopted 2015; Bedford St. MArtn's America's History For the AP Course, 8th Ed. (c) 2014 for AP US History. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0%

	Adopted by the RDUSD Board of Trustees in June 2018 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
Foreign Language	McDougal-Littel, Avancemos, Levels 1-4, Adopted in 2009; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. Adopted by the RDUSD Board of Trustees in June 2007 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0%
Health	Holt, Rinehart, and Winston, Lifetime Health, Grades 9-12, Adopted in 2006; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. Teen Talk High School for Grades 9-12, 2022 Edition by Health Connected The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0%
Visual and Performing Arts	All students have access to art equipment and supplies.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Delta High School's local community provides a watchful eye around our small campus, contacting the school if they observe suspicious activity. All staff teach in their own classroom and have access to mobile labs of Chromebooks. All classrooms have telephones and each teacher has a computer with internet access. The district and school are currently working with a community organization to build a recreational facility that will increase opportunities for new sports offerings and updated locker rooms, baseball/softball fields, tennis courts, and soccer fields, along with a running/walking trail and swimming pool. The district is also currently renovating the cafeteria and music building for planned completion at the conclusion of the 2023-2024 school year.

We continue to use SchoolDude software for all requests for maintenance and repairs and administration and the custodial staff have excellent communication to resolve any issues that need immediate attention. SchoolDude provides a direct link to our Director of Maintenance, Operations, and Transportation and he is always aware of our campus needs as he monitors the system for new requests, progress tasks and completion.

Our team has replaced air filters and provides all general and preventative maintenance and complete repair requests in a timely manner. This school year, the school site council has a standing agenda item were facilties updates are regularly provided to the team and general public. This dedicated time also provides an opportunity for feedback from our educational partners.

Cleaning Process
We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:
Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report	1/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			E Building Weight Room: HVAC is scheduled to be replaced in 2024. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs repairs were completed of know issues. Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs
Interior: Interior Surfaces			X	Admin Building: The hallway on one side needs to be replaced. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Bathroom are scheduled to be upgraded in 2024. Roofs repairs were completed. E Building Weight Room: HVAC is scheduled to be replaced in 2024. Windows need repair or replacement. Paint and floors need

School Facility Conditions and Planned Improvements

				repair/replacement. Electrical panels and systems need to be upgraded. Roofs repairs were completed of know issues. Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Admin Building: The hallway on one side needs to be replaced. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Bathroom are scheduled to be upgraded in 2024. Roofs repairs were completed. E Building Weight Room: HVAC is scheduled to be replaced in 2024. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs repairs were completed of know issues. Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Admin Building: The hallway on one side needs to be replaced. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Bathroom are scheduled to be upgraded in 2024. Roofs repairs were completed.
Safety: Fire Safety, Hazardous Materials		X		E Building Weight Room: HVAC is scheduled to be replaced in 2024. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs repairs were completed of know issues. H Building Charter: Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs
Structural: Structural Damage, Roofs	X			Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Admin Building: The hallway on one side needs to be replaced. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Bathroom are scheduled to be upgraded in 2024. Roofs repairs were completed. Café/Music Building: HVAC is scheduled to be replaced in 2024. Windows are in need or replacement. Doors are scheduled to be updated in 2024 with the renovations. Paint and floors are scheduled to be updated in 2024 with the renovations . Electrical panels are in the process of being replaced now. Bathrooms are being updated with the renovations. Fountians need to be updated. Roofs will be repaired as part of the renovations. E Building Weight Room: HVAC is scheduled to be replaced in 2024. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs repairs were completed of know issues. Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	53	43	34	47	46
Mathematics (grades 3-8 and 11)	10	5	27	23	33	34

2022-23 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	46	45	97.83	2.17	53.33
Female	28	27	96.43	3.57	74.07
Male	18	18	100.00	0.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	43.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	16	15	93.75	6.25	73.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	46.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 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	46	44	95.65	4.35	4.55
Female	28	26	92.86	7.14	3.85
Male	18	18	100.00	0.00	5.56
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	29	96.67	3.33	3.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	16	15	93.75	6.25	6.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	31	96.88	3.12	3.23
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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.00	30.43	24.88	18.69	29.47	30.29

2022-23 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	70	69	98.57	1.43	30.43
Female	33	32	96.97	3.03	28.13
Male	37	37	100.00	0.00	32.43
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	48	47	97.92	2.08	21.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	47.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	40	97.56	2.44	17.50
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Delta High School offers a CTE pathway through its Agricultural Program. The AG program consists of beginning classes that start in middle school and continue on through high school. The high school courses consist of Ag Construction I-IV; Ag Mechanics I-IV, Floral and Nursery Careers as well as science classes such as Ag Biology and Earth Science.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.8
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	49.23

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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.

2023-24 Opportunities for Parental Involvement

Delta High School supports and encourages parental, guardian, and community involvement through the following organizations: Delta Heavenly Boosters, Friends of Clarksburg, Walnut Grove Rotary, Spirited Saints, and Agriculture Boosters assist with providing students and teachers with materials and supplies through generous donations and fundraising events. The English Learner Advisory Council (ELAC), Ag Advisory Committee, and the School Site Council (SSC) assist with education and activity planning for students. The school community can also post through Parent Square, on our school marquee, and at the District website, and the school community does receive regular updates from our Looking Ahead school flyer and school webpage accessible through the District website. The before mentioned groups meet regularly throughout the school year and actively engage in the school planning and implementation process of school initiatives. The dates and times of the meetings are listed through the school communication system and scheduled on the school's events calendar. The organizations have open attendance and new participants are always welcome. Parents and community members are invited to many school activities and events throughout the year, including Back-to-School Night, Academic Forums, College/Career events, Associated Student Body (ASB) activities, Athletic Events, Future Farmers Association (FFA) events, and Visual and Performing Arts concerts and dramas are some, but not all activities available to the public. Virtual events are also available if a parent requests a virtual option and translators and devices are accessible to ensure all families can access school information. There is a rich tradition of community support and parental involvement, especially as topics relate specifically to education and academics.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3	1.5	0	2.8	0.6	2.2	9.4	7.8	8.2
Graduation Rate	95.5	98.5	100	92.8	97.1	95.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	75	75	100.0
Female	36	36	100.0
Male	39	39	100.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	50	50	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	22	22	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	51	51	100.0
Students Receiving Migrant Education Services	13	13	100.0
Students with Disabilities	16	16	100.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	222	208	54	26.0
Female	110	105	25	23.8
Male	112	103	29	28.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	151	139	37	26.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	7	7	2	28.6
White	58	56	14	25.0
English Learners	35	33	12	36.4
Foster Youth	1	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	146	136	40	29.4
Students Receiving Migrant Education Services	39	38	9	23.7
Students with Disabilities	29	26	8	30.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.42	7.76	2.70	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	1.29	0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.7	0
Female	0.91	0
Male	4.46	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.97	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	5.71	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.11	0
Students Receiving Migrant Education Services	7.69	0
Students with Disabilities	13.79	0

2023-24 School Safety Plan

Delta High School has a joint Site Safety Committee with its neighboring school, Clarksburg Middle School. This committee is currently reviewing and updating this plan for the current school year. The document will be will be presented and approved by the school safety committee and school site council, then going to the school board for current year approval. The plan consists of a multitude of procedures and protocols that include reports of maintenance concerns, mental health/harassment/bullying/graffiti reports, and behavioral expectations for students and visitors to campus. The plan focuses on a collaboration between the community, parents, students, and teachers to resolve any issue together, in the most effective way possible.

Components of the plan also include specific protocols for emergency situations that may arise that include, but are not limited to, stray animals, all emergency drills, and other events such as natural disaster, power outage, and threats.

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	20	3	4	
Mathematics	19	4	2	
Science	29		2	
Social Science	29		5	1

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	14	6	2	
Mathematics	15	5	3	
Science	20	1	2	
Social Science	18	3	4	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	5	1	1
Mathematics	15	4	2	0
Science	15	3	2	0
Social Science	16	5	3	0

2022-23 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	156.15

2022-23 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)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	0.1
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	7985	1535	6451	68581
District	N/A	N/A	6827	$60,719
Percent Difference - School Site and District	N/A	N/A	-5.7	13.4
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	-2.2	-14.3

Fiscal Year 2022-23 Types of Services Funded

Delta High School receives undesignated block grant, LCFF, and Lottery funding to support our student needs. These funds support counseling services, professional development, English Language Development (ELD), Special Education, GATE, and our Athletics programs. Additionally, DHS receives funding for Migrant Education Advisor Program (MEAP) for qualifying students. Delta High School also receives Ag Incentive grant funding, as well as ROP and Perkins funding for vocational and CTE courses.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$48,482	$50,875
Mid-Range Teacher Salary	$65,313	$79,761
Highest Teacher Salary	$86,350	$103,045
Average Principal Salary (Elementary)	$120,312	$128,154
Average Principal Salary (Middle)	$91,308	$131,774
Average Principal Salary (High)	$125,654	$142,676
Superintendent Salary	$169,987	$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	20.2

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	1
Fine and Performing Arts	2
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

New teachers to our district were offered a two-day training prior to the start of the contracted first day of work for teachers. Professional development for all staff happens at the beginning of the year during the pre-service days with emphasis on creating engaging and student centered instruction and promoting the social/emotional well-being of our students. District-wide trainings continue to support our special education team of teachers with site-specific training options for the staff to ensure that the services in a student's educational path is followed. The staff will also be focusing on components of professional learning communities (PLC) to ensure rigor and high academic standards in the classroom.

Professional Development

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1.5	2	2