

# Delta Charter High School at Cabrillo College

6500 Soquel Drive • Aptos, CA 95003 • (831) 477-5212 • Grades 9-12

, Principal

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Delta High School at Cabrillo College

6500 Soquel Drive  
Aptos, CA 95003  
(831) 477-5212  
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#### District Governing Board

Mary Altier  
**Trustee**

Leland Takemoto  
**Trustee**

Christopher Nead  
**Trustee**

Felix Robles  
**Vice President**

Barbara Hellesoe  
**Parent representative**

Cathy Schlumbrecht  
**President**

Claudia Vestal  
**Trustee**

#### District Administration

Kris Munro  
**Superintendent**

Angela Meeker  
**Principal/CEO**

Jen Gebbie Ra'anan  
**Dean of Students**

### School Description

Delta Charter High School, located on the Cabrillo College campus, serves students who have not experienced success in other high schools. Delta equips students with the skills necessary to graduate from high school, go on to higher education or careers, and positively contribute to society. The education, business and mental health communities partner to support the school. Over 95% of Delta graduates continue their education at Cabrillo College. Delta is fully accredited by the Western Association of Schools and Colleges.

Delta supports student learning engagement with an average class size of 15, a full-time academic counselor, and a ratio of one advisor to 14 students. Students can enroll in Direct-Instruction, Guided Studies, Independent Studies or Bridge Academy. They have the opportunity to take Cabrillo College classes in addition to enrolling in Regional Occupation Programs. Students are assisted in exploring "Life's Options" through career panels, job shadows, internships, and community offerings and events. Parent and guardian participation is an important aspect of Delta. Parents and guardians meet with their student and advisor five times each year in addition to attending monthly education/participation meetings.

## 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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 10                | 23                 |
| Grade 11                | 34                 |
| Grade 12                | 66                 |
| <b>Total Enrollment</b> | <b>123</b>         |

### 2018-19 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.6                         |
| Asian                               | 0.8                         |
| Hispanic or Latino                  | 42.3                        |
| Native Hawaiian or Pacific Islander | 0.8                         |
| White                               | 51.2                        |
| Two or More Races                   | 3.3                         |
| Socioeconomically Disadvantaged     | 40.7                        |
| English Learners                    | 4.1                         |
| Students with Disabilities          | 19.5                        |
| Foster Youth                        | 2.4                         |

## 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 Charter High  | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | 10    | 9     | 7     |
| Without Full Credential                     | 0     | 0     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |

| Teacher Credentials for Delta High School at | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential                         | ♦     | ♦     |       |
| Without Full Credential                      | ♦     | ♦     |       |
| Teaching Outside Subject Area of Competence  | ♦     | ♦     |       |

### Teacher Misassignments and Vacant Teacher Positions at Delta Charter High School at Cabrillo College

| Indicator                     | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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 2019-20)

Delta provides access to standards based curriculum for all students. Teachers work in partnership with local and national organizations to ensure that the curriculum reflects shifts in standards. Those partnerships include the Silicon Valley Math Initiative and the University of Florida.

#### Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

| Core Curriculum Area         | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------------|---|
| Reading/Language Arts        | All courses are aligned with state standards: curriculum is teacher generated/selected. All students have copies or access to curriculum online.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| Mathematics                  | All courses are aligned with state standards: curriculum is teacher generated/selected. All students have copies or access to curriculum on-line.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| Science                      | All courses are aligned with state standards: curriculum is teacher generated/selected. All students have copies or access to curriculum on-line.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| History-Social Science       | All courses are aligned with state standards: curriculum is teacher generated/selected. All students have copies or access to curriculum on-line.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| Foreign Language             | Students may take a foreign language course through dual enrollment at Cabrillo College.  |
| Health                       | All courses are aligned with state standards: curriculum is teacher generated/selected. All students have copies or access to curriculum on-line.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| Visual and Performing Arts   | All courses are aligned with state standards: curriculum is teacher generated/selected. All students have copies or access to curriculum online.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| Science Laboratory Equipment | All courses are aligned with state standards: curriculum is teacher generated/selected. All students have copies or access to curriculum on-line. Although Delta does not have a school science lab, microscopes and other lab equipment have been purchased and use to provide lab experiences for coursework. Students participate in labs at Cabrillo, labs provided by UCSC, and Monterey Bay Aquarium.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0% |

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

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Delta owns 3 portable rooms in Cabrillo College Building 1190. Cabrillo College allows Delta to use 2 additional portable classrooms. Delta and Cabrillo work cooperatively to maintain the exterior and walkways. Delta has maintained and repaired the exterior of the portable classrooms. Doors and window blinds have been replaced. Restrooms are in a facility shared with Cabrillo and are in good repair and well-maintained.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 2017-August

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                | Good          | Carpets are cleaned annually.             |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | Good          |   |
| <b>Electrical:</b><br>Electrical                                     | Good          |   |

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned  |
|--|---------------|--|
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          |  |
| <b>Overall Rating</b>  | <b>Good</b>   | Delta High School is housed in portables that are 15 years old. They are being inspected and maintained or repaired to provide a good and safe instructional setting. Cabrillo has provided the use of additional portable classrooms in a building that Delta shares. |

## 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

### 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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 19           | 30           | 60             | 64             | 50          | 50          |
| Math    | 7            | 7            | 41             | 46             | 38          | 39          |

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 Ten

##### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A          | N/A          | N/A            | N/A            | N/A         | N/A         |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           |        |        |        |

Note: 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.

**School Year 2018-19 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                     | 41               | 33            | 80.49          | 30.30                   |
| Male                             | 22               | 17            | 77.27          | 23.53                   |
| Female                           | 19               | 16            | 84.21          | 37.50                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Hispanic or Latino               | 20               | 15            | 75.00          | 33.33                   |
| White                            | 17               | 14            | 82.35          | 35.71                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | 15               | 11            | 73.33          | 9.09                    |
| English Learners                 | --               | --            | --             | --                      |
| Students with Disabilities       | --               | --            | --             | --                      |
| 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 2018-19 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                     | 41               | 30            | 73.17          | 6.67                    |
| Male                             | 22               | 14            | 63.64          | 7.14                    |
| Female                           | 19               | 16            | 84.21          | 6.25                    |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Hispanic or Latino               | 20               | 12            | 60.00          | 0.00                    |
| White                            | 17               | 14            | 82.35          | 14.29                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | 15               | 10            | 66.67          | 0.00                    |
| English Learners                 | --               | --            | --             | --                      |
| Students with Disabilities       | --               | --            | --             | --                      |
| 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 2019-20)

Parents have multiple opportunities to learn about Delta High School and to participate in the continuous improvement of the school and its service to students. Parents attend student evaluation conferences five times throughout the year. Open House Nights are held three times each year. The Parent Advisory Committee/Parent Club meets monthly. The Delta Parent Club enables parents to participate in helping our teachers, providing feedback for improvement, supporting field trips, beautifying the school, planning fundraising events and hosting graduation. During the 2018-19 school year, parents contributed to, reviewed, and approved the Local Accountability Plan.

To become more involved, please call or visit the school office - (831) 477-5212

### 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 Charter High School reviews and updates our school safety plan annually and in collaboration with staff, students, parents community and the board. Delta administration elicited input from the school community via surveys, focus groups and meetings from December 2018 through February 2019. The principal and QSA advisor met with LGBTQ students to elicit their recommendations in November 2018. The principal shared a draft of the goals with parents/guardians at the January parent meeting. Parents and also provided responses to a survey in December. Staff reviewed the plan and then participated in presenting to the board in March for their approval. For the 2019-20 school year, Delta identified two goals for our work to create and maintain a safe environment for all. The first goal focuses on people and program. For the 2019-20 school year, Delta set a goal to maintain an inclusive learning environment for all marginalized and oppressed youth, including but not limited to: transgender and gender nonconforming youth, immigrants, non-native speakers, femme identified youth, students of color, and students of diverse religious and political backgrounds. The second goal was to create and implement systems for developing and updating Delta's Emergency Management Plan including dissemination of information to all stakeholders.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 1.3     | 0.6     | 9.1     |
| Expulsions Rate                           | 0.0     | 0.0     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 3.5     | 3.2     | 4.1     |
| Expulsions Rate                             | 0.3     | 0.2     | 0.2     |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate                         | 3.6     | 3.5     | 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | .0    |

\* 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 2018-19)

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  | .1                                   |
| 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        | 2016-17            | 2016-17                 | 2016-17                  | 2016-17                | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                |
|----------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|                | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ |
| English        | 14                 | 9                       |                          |                        | 11                 | 11                      |                          |                        | 16                 | 2                       |                          |                        |
| Mathematics    | 14                 | 6                       |                          |                        | 11                 | 4                       |                          |                        | 13                 | 4                       |                          |                        |
| Science        | 15                 | 7                       |                          |                        | 13                 | 4                       |                          |                        | 13                 | 4                       |                          |                        |
| Social Science | 15                 | 10                      |                          |                        | 14                 | 9                       |                          |                        | 14                 | 14                      |                          |                        |

\* 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

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5       | 5       | 7       |

Delta has set a goal of increasing access to college courses for all students. Staff reviews data on the number of students who successfully complete a Cabrillo course each semester. In our second year of a Cabrillo English cohort, staff are working closely with students who are taking English 100 and English 1A through dual enrollment. In 2019-20 professional development focused on developing authentic assessments and a data dialogue protocol to monitor student growth. Teachers used two additional collaboration days to evaluate student work and create intervention and extension plans to support all students. Teachers also began a peer observation protocol with a focus on student engagement and learning. Delta participates in Santa Cruz County College Commitment, S4C, and supports the Bill and Melinda Gates Common Core Implementation Grant. Math teachers participate in Twilight Series facilitated by S4C and our health teacher participates in Safe Schools.

**FY 2017-18 Teacher and Administrative Salaries**

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$45,959        | \$45,741                                     |
| Mid-Range Teacher Salary      | \$86,248        | \$81,840                                     |
| Highest Teacher Salary        | \$106,407       | \$102,065                                    |
| Average Principal Salary (ES) | \$137,997       | \$129,221                                    |
| Average Principal Salary (MS) | \$136,875       | \$132,874                                    |
| Average Principal Salary (HS) | \$0             | \$128,660                                    |
| Superintendent Salary         | \$237,850       | \$224,581                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 40%             | 36%  |
| Administrative Salaries    | 6%              | 5%   |

\* 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 students are served by a full-time academic counselor and a Directed Studies instructional aide. All students receive services in Directed Studies, which range from remedial support to assistance with Cabrillo College classes. Our parent and community donations average \$35,000, which fund smaller class sizes, bus passes, and field trips. All students with economic need receive a monthly bus pass and financial support with Cabrillo College fees. Delta supports students with dual enrollment at Cabrillo College by paying for student fees.

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

| Rate for Delta Charter High School at | 2015-16 | 2016-17 | 2017-18 |
|---------------------------------------|---------|---------|---------|
| Dropout Rate                          | 6       | 7.6     | 23.5    |
| Graduation Rate                       | 89.6    | 81.8    | 76.5    |

| Rate for Delta High School at Cabrillo | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Dropout Rate                           | 4.2     | 5.9     | 10      |
| Graduation Rate                        | 92.5    | 89.1    | 89      |

| Rate for California | 2015-16 | 2016-17 | 2017-18 |
|---------------------|---------|---------|---------|
| Dropout Rate        | 9.7     | 9.1     | 9.6     |
| Graduation Rate     | 83.8    | 82.7    | 83      |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 5                         |
| % of pupils completing a CTE program and earning a high school diploma                                   | 0%                        |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0%                        |

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

| Level       | Total   | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$8,705 | \$1,346    | \$8,447      | \$65815                |
| District    | N/A     | N/A        | \$5,132      | \$85,451               |
| State       | N/A     | N/A        | \$7,506.64   | \$82,663               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 48.8         | -26.0                  |
| School Site/ State   | 11.8         | -22.7                  |

Note: Cells with N/A values 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 |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission          | 0       |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 0       |

**2018-19 Advanced Placement Courses**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | N/A                               |
| English                  |                               | N/A                               |
| Fine and Performing Arts |                               | N/A                               |
| Foreign Language         |                               | N/A                               |
| Mathematics              |                               | N/A                               |
| Science                  |                               | N/A                               |
| Social Science           |                               | N/A                               |
| All courses              |                               |                                   |

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

\*Where there are student course enrollments of at least one student.



**Career Technical Education Programs**

Career and Technical Education is integrated throughout Delta's academic program. Through advisory and our Career and Guidance graduation requirement, students complete interest/skills/career inventories, participate in career panels, job shadows, and internships. Students are assisted in enrollment in Regional Occupation Programs and Cabrillo College courses. Each semester, a group of 15-20 students participate in the Cabrillo English Cohort, with support from our English teacher. A cohort of students also participate in FoodWhat at UCSC, learning about sustainable agriculture.

**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.