

Delphic Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Delphic Elementary School
Street	1420 Delphic Rd.
City, State, Zip	Montague, CA 96064
Phone Number	(530) 842-3653
Principal	Jami Thomas
E-mail Address	jthomas@sisnet.ssku.k12.ca.us
Web Site	www.delphic.k12.ca.us
CDS Code	47702276050694

District Contact Information	
District Name	Delphic Elementary School District
Phone Number	(530) 842-3653
Superintendent	Jami Thomas
E-mail Address	jthomas@sisnet.ssku.k12.ca.us
Web Site	www.delphic.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Principal's Message

Delphic Elementary School is a small rural school located in Northern California's lovely Shasta Valley, 3 miles from Yreka, nestled among many cow pastures. Delphic School was established in 1916 to provide an education for students living between Yreka and Montague. When translated, "Delphic" means "The place where God was believed to give answers to Apollo at Delphi." The school tries to continue in that role, providing for local students and providing an alternative for students living in neighboring school districts.

We are a kindergarten through eighth grade school with an average daily attendance of 61 students. Since Delphic School is small, we are able to provide a more personal educational program for our students. The school population is generally stable and, economically, lower-middle class. The economy is agriculture based, with some fading timber industry.

Delphic Elementary School is a coordinated-program school. Its mission is to create a learning environment of excellence-producing individuals with high standards that are inspired to become lifelong learners and contributing members of our society.

A major role of Delphic School is to establish a caring, accepting school environment that helps build trust, foster the development of positive social skills, and enhance each student's ability to make wise and healthy decisions.

The Delphic School program meets students' needs by focusing on common concerns that are not always addressed in the traditional school program. This further promotes a positive perception of the classroom and school. Students come to regard school as a place where they are understood, thus, they become more motivated to learn.

We believe:

- Children are our most important resource.
- The family is the foundation of a child's life.
- Education is the foundation of our country.
- All people can learn.
- People deserve the opportunity to reach their full potential in a clean, safe, nurturing environment.
- Hard work, self-discipline, and respect for yourself and others are necessary to succeed.
- High expectations lead to greater achievement.
- Self-worth is important for success.
- People who are taught and allowed to succeed will continue to reach their potential.
- People are responsible for their own behavior.
- A balanced education contributes to the development of a whole person.
- People must respect and accept individual differences.

School Goals

- To develop high standards of accountability and excellence.
- To provide students with a focused, comprehensive, rich, integrated and articulated curriculum.
- To provide an atmosphere for growth, respect and success.
- To develop lines for communication and partnerships among students, staff, parents and community.
- To continue to plan for present and future growth and facility needs.

School Mission Statement

- To develop intellectual curiosity and eagerness for lifelong learning.

The mission of the Delphic Elementary School District is to create a learning environment of excellence- producing individuals with high standards that are inspired to become lifelong learners and contributing members of our society.

- All teachers work hard to see that all students get a high-quality education at Delphic Elementary School.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	9
Grade 1	10
Grade 2	5
Grade 3	5
Grade 4	6
Grade 5	7
Grade 6	9
Grade 7	8
Grade 8	2
Total Enrollment	61

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	6.6
Asian	0.0
Filipino	0.0
Hispanic or Latino	11.5
Native Hawaiian or Pacific Islander	0.0
White	55.7
Socioeconomically Disadvantaged	73.8
English Learners	0.0
Students with Disabilities	4.9
Foster Youth	0.0

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	2	2	2	3
Without Full Credential	1	1	1	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of 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 2018-19)

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw-Hill (K-5) 2016, Study Sync, McGraw- Hill (6-8), 2016	Yes	
Mathematics	Everyday Mathematics, McGraw-Hill (K-5) 2015, CPM (6-8), 2015	Yes	
Science	Mystery Science, 2018, Science, Harcourt, 2007	Yes	
History-Social Science	Studies Weekly (K-5), 2018, Social Studies, Harcourt (6-8) 2007	Yes	
Foreign Language	American Sign Language, 2018	Yes	
Health	Second Steps, 2018, Positive Prevention, 2018	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

Delphic Elementary School is an picturesque little red schoolhouse that is kept in good repair. Student safety is considered the highest priority by the entire Delphic community. Regular inspection and quick repair of deficiencies is a consistent practice. Delphic Elementary utilizes an ongoing maintenance priority list to ensure all issues are addressed in a timely manner that is cost effective for the district. The facility has recently had many updates including a solar array, updated HVAC systems and new LED lighting. These updates were funded with modernization and Proposition 39 dollars. In the summer of 2018 a new fire suppression system was installed in the kitchen over the stove to increase fire protection measures.

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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 01/07/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 01/07/2019	
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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	12.0	20.0	12.0	20.0	48.0	50.0
Mathematics (grades 3-8 and 11)	21.0	18.0	21.0	18.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	40	40	100.00	20.00
Male	26	26	100.00	15.38
Female	14	14	100.00	28.57
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	25	25	100.00	24.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.00	20.69
Students with Disabilities	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	39	100	17.95
Male	25	25	100	16
Female	14	14	100	21.43
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	25	25	100	24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100	17.86
Students with Disabilities	--	--	--	--

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7	**	**	**

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Delphic Elementary School is committed to communicating with and engaging parents as partners in their children's education. We continue to use a student-teacher-parent-administrator contact to promote academic achievement and to provide an excellent learning environment through a team effort. Communication between home and school ensures all concerns are addressed in the best way possible. We celebrate the academic and social accomplishments of Delphic students.

Because parents are the only source of transportation for Delphic students, there is strong parental support and commitment. The school describes expectations for parent communications and involvement at the school, classroom and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within our community to assist us in the education of our students.

A weekly bulletin lets the school community know what is happening at Delphic Elementary School. Our superintendent/principal and teachers confer with parents and address any problematic behaviors. Students are encouraged to be prompt and attend class every day. Efforts to improve attendance include daily phone calls, conferences and school attendance review board (SARB) letters to parents. Parents have acted on our concerns that their children's regular attendance is essential to optimum learning, and attendance has improved.

For more information on how to become involved, please contact the school at (530) 842-3653.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	14.1	4.3	0.0	14.1	4.3	0.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Delphic Elementary School has a Crisis Response file that includes its state-mandated comprehensive school safety plan that meets state requirements as described in California Education Code Section 35294. The safety plan is continually updated and includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child-abuse reporting procedures, school dress codes, and school discipline policies. The school safety plan was last reviewed and discussed with the school faculty and finalized in October 2017. This plan is currently under review and being updated by new administration.

Adult supervision is provided in the classrooms, during recess and lunch, and in outside areas before and after school. Under the direction of the superintendent/principal, specific school procedures are implemented by the staff. One schoolwide disaster drill and monthly fire drills are conducted during the academic school year. Visitors are requested to check in at the school office. To help ensure the safety of our students, students are required to wait inside the school until the parent or guardian comes into the school to pick them up.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	1			10	1			24		1	
4	16	1			12	1						
5									18	1		
6	12	1										
Other					14	1						

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	.1	N/A
Library Media Services Staff (Paraprofessional)	.3	N/A
Psychologist	.05	N/A
Social Worker	0	N/A
Nurse	.05	N/A
Speech/Language/Hearing Specialist	.05	N/A
Resource Specialist (non-teaching)	.1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,651.06	\$1,081.37	\$8,569.69	\$50,823
District	N/A	N/A		\$50,823
Percent Difference: School Site and District	N/A	N/A		0.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	18.4	-21.7

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.

Types of Services Funded (Fiscal Year 2017-18)

The district's general fund includes money for the following:

- General operations: salaries, benefits, services, materials and support to general education
- Special education: programs offering appropriate, individualized education to students with special needs
- Specialized learning assistance for students with high ability, achievement or potential is granted to the school which is used to offer enrichment to all students enrolled in our school
- District administration

The school has an instructional budget based on enrollment and programs determined by education policy, state law and agreements with employees.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,375
Mid-Range Teacher Salary		\$65,926
Highest Teacher Salary		\$82,489
Average Principal Salary (Elementary)		\$106,997
Average Principal Salary (Middle)		\$109,478
Average Principal Salary (High)		
Superintendent Salary		\$121,894
Percent of Budget for Teacher Salaries	26.0	32.0
Percent of Budget for Administrative Salaries	16.0	7.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

At Delphic Elementary School, on going support is provided to empower teachers and staff in encouraging and promoting students' optimal behavior and learning. Our teachers and classified staff are offered in-service trainings through a variety of ways including Siskiyou County Office of Education, on site collaboration and curriculum training. The entire staff sets annual professional goals and utilizes professional development to reach those goals under the supervision and support of administration. Through MTSS grant dollars received in 2018, more professional development opportunities have been made available to Delphic Staff including PBIS, system improvement tool use, assessment implementation and intervention curriculum training.