Delphic Elementary School

Grades K-8
CDS Code 47-70227-6050694

Jami Thomas, Superintendent/Principal
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SARC
2020-21
School
Accountability
Report Card
Published in 2021-22

Delphic Elementary School District

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Principal's Message

Delphic Elementary School is a small, rural school located in Northern California's lovely Shasta Valley, three 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 K-8 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.
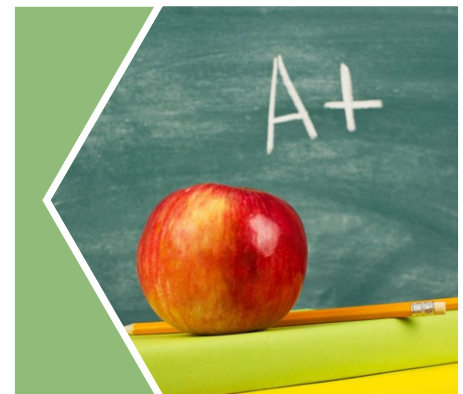
The Delphic School program meets students' needs by focusing on common concerns that are not always addressed in the traditional school program. This further promotes a positive perception of the classroom and school. Students come to regard school as a place where they are understood, thus they become more motivated to learn.

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.

Enrollment by Student Group

The total enrollment at the school was 59 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year

Two or More Races 16.9%

No Response 8.5%

American Indian or Alaska Native 6.8%

Hispanic or Latino 8.5%

White 59.3%

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.
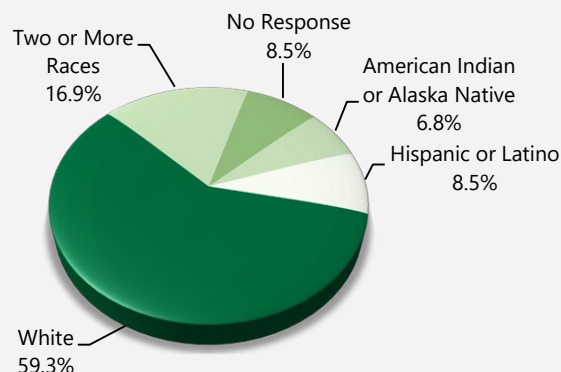
School Goals

- 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.

Governing Board

Mrs. Stacey Brooks, President
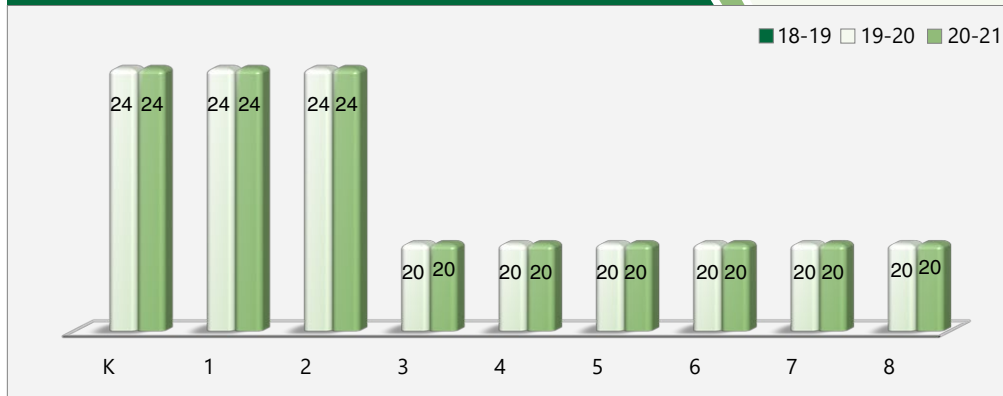
Mrs. Candace Mott, Clerk

Mr. Rick Brooks, Board Member

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size

Three-Year Data

Legend: ■ 18-19 □ 19-20 ■ 20-21

Grade	18-19	19-20	20-21
K		24	24
1		24	24
2		24	24
3		20	20
4		20	20
5		20	20
6		20	20
7		20	20
8		20	20

Number of Classrooms by Size

Three-Year Data

Grade	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	▲	▲	▲		1			1	
1	▲	▲	▲		1			1	
2	▲	▲	▲		1			1	
3	▲	▲	▲	1			1		
4	▲	▲	▲	1			1		
5	▲	▲	▲	1			1		
6	▲	▲	▲	1			1		
7	▲	▲	▲	1			1		
8	▲	▲	▲	1			1		

School Safety

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 February 2022.

This plan is currently under review and being updated by 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.

▲ Class size data not available for 2018-19.

## Enrollment by Student Group, *Continued from page 2*

Demographics	
2020-21 School Year	
Female	49.20%
Male	50.80%
Non-Binary	0.00%
English learners	0.00%
Foster youth	0.00%
Homeless	5.10%
Migrant	0.00%
Socioeconomically Disadvantaged	50.80%
Students with Disabilities	5.10%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

Grade	Students
K	7
1	11
2	7
3	5
4	10
5	2
6	5
7	7
8	5
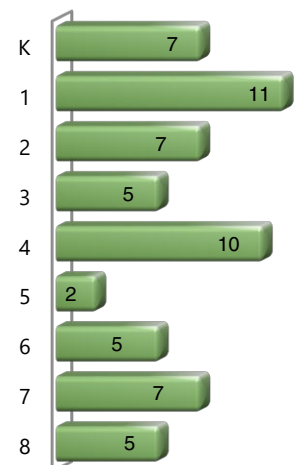
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	Delphic ES		Delphic ESD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	1.5%	0.0%	1.5%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Delphic ES	Delphic ESD	California
	19-20	19-20	19-20
Suspension rates	0.0%	0.0%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Professional Development

At Delphic Elementary School, ongoing 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, onsite 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 Positive Behavioral Interventions and Supports (PBIS), system improvement tool-use, assessment implementation and intervention curriculum training.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	3
2020-21	3
2021-22	3

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

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2020-21 School Year
Percentage of Students Meeting Fitness Standards	**Delphic ES**	
	Grade 5	**Grade 7**
Four of six standards	◈	◈
Five of six standards	◈	◈
Six of six standards	◈	◈

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2020-21 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	63	62	18	29.00%
Female	30	30	7	23.30%
Male	33	32	11	34.40%
American Indian or Alaska Native	4	4	0	0.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	5	5	2	40.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	10	10	2	20.00%
White	39	38	12	31.60%
English Learners	0	0	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	3	3	3	100.00%
Socioeconomically Disadvantaged	33	33	12	36.40%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	3	3	1	33.30%

◈ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

Types of Services Funded

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.

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.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Delphic ES		Delphic ESD		California	
Subject	**19-20**	**20-21**	**19-20**	**20-21**	**19-20**	**20-21**
Science	■	❖	■	❖	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Delphic ES		Delphic ESD		California	
Subject	**19-20**	**20-21**	**19-20**	**20-21**	**19-20**	**20-21**
English language arts/literacy	■	✱	■	✱	■	✱
Mathematics	■	✱	■	✱	■	✱

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

✱ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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).

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.
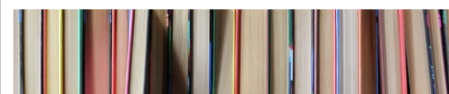
CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

CAASPP Test Results by Student Group: English Language Arts (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards   2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	36	36	100.00%	0.00%	27.78%
Female	17	17	100.00%	0.00%	35.29%
Male	19	19	100.00%	0.00%	21.05%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	21	21	100.00%	0.00%	23.81%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	18	18	100.00%	0.00%	22.22%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

CAASPP Test Results by Student Group: Mathematics (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	36	36	100.00%	0.00%	22.22%
Female	17	17	100.00%	0.00%	29.41%
Male	19	19	100.00%	0.00%	15.79%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	21	21	100.00%	0.00%	19.05%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	18	18	100.00%	0.00%	22.22%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

Textbooks and Instructional Materials

Delphic Elementary adopts state-approved curriculum through a collaborative process with all stakeholders.

Textbooks and Instructional Materials List · 2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	Wonders, McGraw-Hill (K-5)	2016
Reading/language arts	StudySync, McGraw- Hill (6-8)	2016
Mathematics	Everyday Mathematics, McGraw-Hill (K-5)	2015
Mathematics	CPM (6-8)	2015
Science	Mystery Science	2018
Science	TWIG	2021
History/social science	Studies Weekly (K-5)	2018
History/social science	Social Studies, Harcourt (6-8)	2007
Foreign Language	American Sign Language	2018
Health	Second Steps	2018
Health	Positive Prevention	2018

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject · 2021-22 School Year

Delphic ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks · 2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks · 2021-22 School Year

Data collection date	9/8/2021

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.
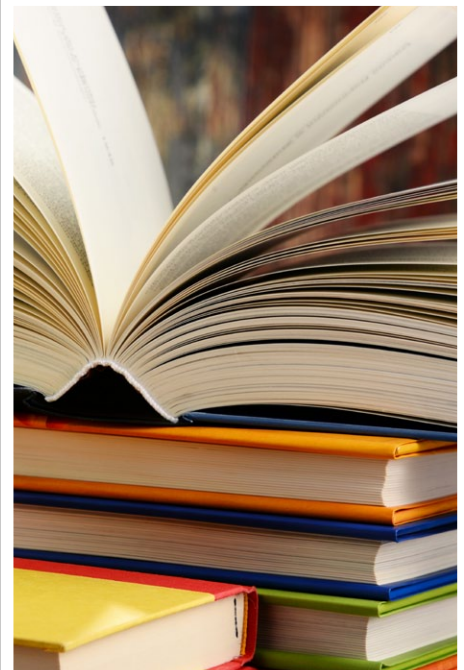
School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2021-22 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	10/11/2021

School Facilities

Delphic Elementary School is a 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. In 2019, our playground was updated with new swings and basketball hoops.

"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."

Parental Involvement

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 to 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.

"Students come to regard school as a place where they are understood, thus they become more motivated to learn."

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2020-21 School Year	
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)	1.0	33.3%	1.0	33.3%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	33.3%	1.0	33.3%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	33.3%	1.0	33.3%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
Total Teaching Positions	3.0	100.0%	3.0	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments	2020-21 School Year
Authorization/Assignment	Delphic ES
Permits and Waivers	1.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

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

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or

- An individual who holds no credential, permit, or authorization to teach in California.

  - "Ineffective" includes the following limited term emergency permits:

    - Provisional Internship Permits;

    - Short-Term Staff Permits;

    - Variable Term Waivers; and

    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)

- Special Education Limited Assignment Permit (SELAP)

- Short-Term Waivers

- Emergency English Learner or Bilingual Authorization Permits

- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	2020-21 School Year
Indicator	**Delphic ES**
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	2020-21 School Year
Indicator	**Delphic ES**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.
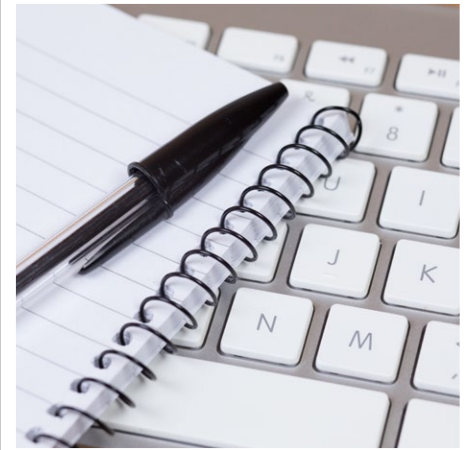
Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.05
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.10
Psychologist	0.10
Social worker	0.00
Nurse	0.10
Speech/language/hearing specialist	0.10
Resource specialist (nonteaching)	0.20
✧ Not applicable.	
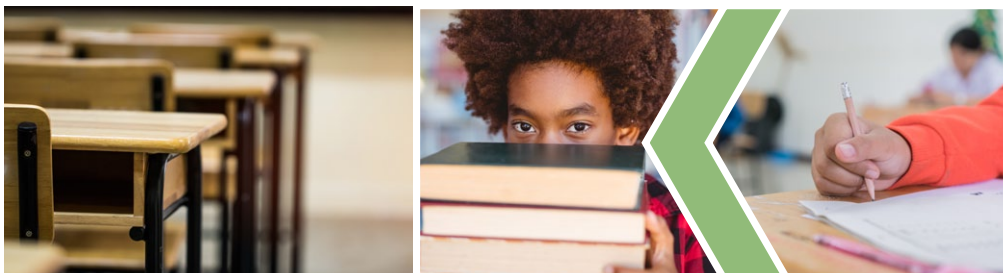
Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2019-20 Fiscal Year
	Delphic ESD	**Similar Sized District**
Beginning teacher salary	✪	$47,265
Midrange teacher salary	✪	$69,813
Highest teacher salary	✪	$91,237
Average elementary school principal salary	✪	$113,466
Superintendent salary	✪	$131,359
Teacher salaries: percentage of budget	21%	30%
Administrative salaries: percentage of budget	15%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Delphic ES	$495	$54,843
Delphic ESD	$495	$54,843
California	$8,444	$72,352
School and district: percentage difference	◆	◆
School and California: percentage difference	-94.1%	-24.2%

✪ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	$13,381
Expenditures per pupil from restricted sources	$12,885
Expenditures per pupil from unrestricted sources	$495
Annual average teacher salary	$54,843

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards				2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	36	36	100.00%	0.00%	27.78%
Female	17	17	100.00%	0.00%	35.29%
Male	19	19	100.00%	0.00%	21.05%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	21	21	100.00%	0.00%	23.81%
English Learners	0	0	0.00%	0.00%	0.00%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	18	18	100.00%	0.00%	22.22%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	36	36	100.00%	0.00%	22.22%
Female	17	17	100.00%	0.00%	29.41%
Male	19	19	100.00%	0.00%	15.79%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	21	21	100.00%	0.00%	19.05%
English Learners	0	0	0.00%	0.00%	0.00%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	18	18	100.00%	0.00%	22.22%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.