

# Delphic Elementary School District

1420 Delphic Road Montague, CA 96064 ▪ (530) 842-3653 ▪ [www.delphic.k12.ca.us](http://www.delphic.k12.ca.us)



**SARC**  
2021-22

School Accountability  
Report Card  
Published in 2022-23

## Delphic Elementary School

Grades K-8  
CDS Code 47-70227-6050694

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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 51 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.



## 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

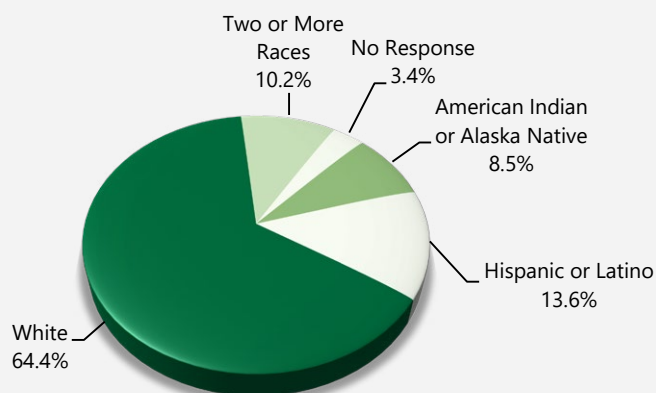
- To develop high standards of accountability and excellence.
- To provide students with a focused, comprehensive, rich, integrated and articulated curriculum.
- To provide an atmosphere for growth, respect and success.
- To develop lines for communication and partnerships among students, staff, parents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

## Enrollment by Student Group

The total enrollment at the school was 59 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2021-22 School Year



## Governing Board

Mrs. Candace Mott, President

Mrs. Stacey Brooks, Clerk

Mr. Rick Brooks, Board Member

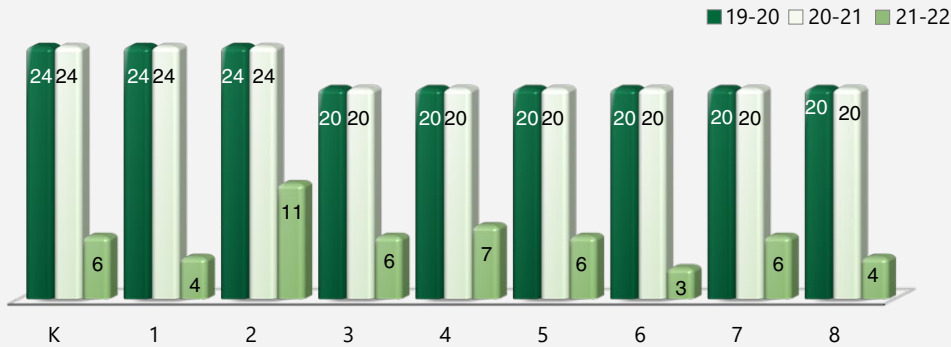


## Class Size Distribution

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



### Number of Classrooms by Size

#### Three-Year Data

	2019-20			2020-21			2021-22		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1			1			1	
1		1			1			1	
2		1			1			1	
3	1			1			1		
4	1			1			1		
5	1			1			1		
6	1			1			1		
7	1			1			1		
8	1			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 January 2023.

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.

## Enrollment by Student Group

### Demographics

#### 2021-22 School Year

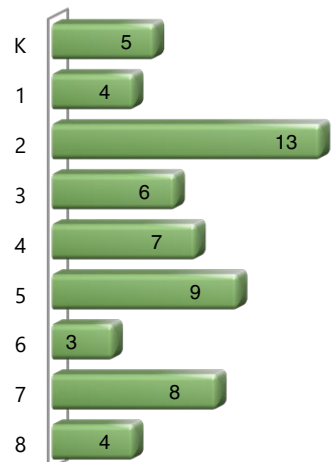
Female	49.20%
Male	50.80%
Non-Binary	0.00%
English learners	0.00%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	57.60%
Students with Disabilities	5.10%



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

### 2021-22 Enrollment by Grade





## 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	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.0%	0.0%	0.0%	0.0%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

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
<b>Suspension rates</b>	0.0%		0.0%	2.5%
<b>Expulsion rates</b>	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			2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	0.0%	0.0%	
<b>Female</b>	0.0%	0.0%	
<b>Male</b>	0.0%	0.0%	
<b>Non-Binary</b>	0.0%	0.0%	
<b>American Indian or Alaska Native</b>	0.0%	0.0%	
<b>Asian</b>	0.0%	0.0%	
<b>Black or African American</b>	0.0%	0.0%	
<b>Filipino</b>	0.0%	0.0%	
<b>Hispanic or Latino</b>	0.0%	0.0%	
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%	
<b>Two or More Races</b>	0.0%	0.0%	
<b>White</b>	0.0%	0.0%	
<b>English Learners</b>	0.0%	0.0%	
<b>Foster Youth</b>	0.0%	0.0%	
<b>Homeless</b>	0.0%	0.0%	
<b>Socioeconomically Disadvantaged</b>	0.0%	0.0%	
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%	
<b>Students with Disabilities</b>	0.0%	0.0%	

## 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	
<b>2020-21</b>	3
<b>2021-22</b>	3
<b>2022-23</b>	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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	❖	❖	❖	❖	❖
7	❖	❖	❖	❖	❖

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	62	59	23	39.00%
Female	32	30	14	46.70%
Male	30	29	9	31.00%
American Indian or Alaska Native	5	5	2	40.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	8	8	4	50.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	7	7	1	14.30%
White	40	37	15	40.50%
English Learners	0	0	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	1	1	0	0.00%
Socioeconomically Disadvantaged	35	35	16	45.70%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	3	3	1	33.30%

❖ 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.

## 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	20-21	21-22	20-21	21-22	20-21	21-22
Science	❖	27.27%	❖	27.27%	28.50%	29.47%

## CAASPP Test Results in ELA and Mathematics for All Students

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	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	45%	*	45%	*	47%
Mathematics	*	28%	*	28%	*	33%

❖ 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).



## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

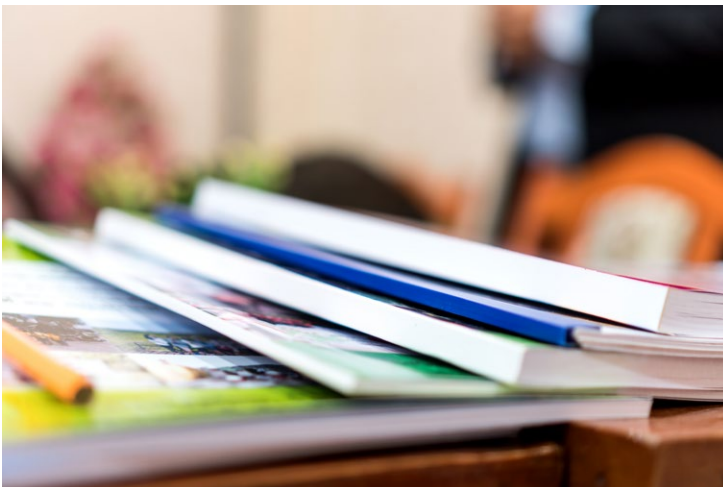
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	12	11	91.67%	8.33%	27.27%
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	❖	❖	❖	❖	❖

❖ 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.

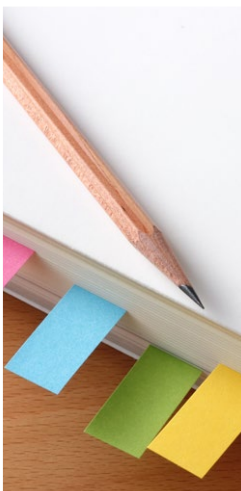




## CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	35	33	94.29%	5.71%	45.45%
Female	18	17	94.44%	5.56%	52.94%
Male	17	16	94.12%	5.88%	37.50%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	23	21	91.30%	8.70%	47.62%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	0.00%	47.06%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.



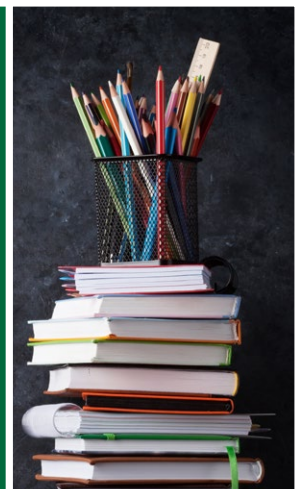
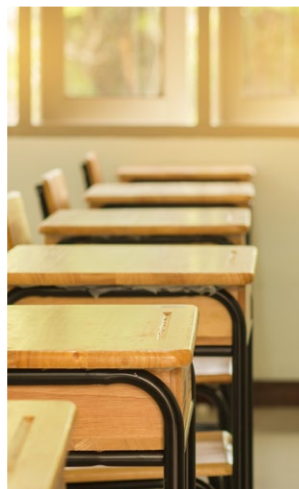




## CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	35	32	91.43%	8.57%	28.13%
Female	18	16	88.89%	11.11%	31.25%
Male	17	16	94.12%	5.88%	25.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	23	21	91.30%	8.70%	28.57%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	0.00%	23.53%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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		2022-23 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		2022-23 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%	

## 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		2022-23 School Year
Data collection date	9/14/2022	

## Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



## 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 a 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		2022-23 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	11/14/2022	

## 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. In the summer of 2022, we had our track and basketball court resurfaced. On the interior, the baseboards were replaced.

*"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 and the 2021-22 school years. 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.0	33.3%	1.0	33.3%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	1.0	33.3%	1.0	33.3%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.0	33.3%	1.0	33.3%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
<b>Unknown</b>	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	3.0	100.0%	3.0	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	**	**	**	**	**	**
<b>Intern Credential Holders Properly Assigned</b>	**	**	**	**	**	**
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	**	**	**	**	**	**
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	**	**	**	**	**	**
<b>Unknown</b>	**	**	**	**	**	**
<b>Total Teaching Positions</b>	**	**	**	**	**	**

\*\* Data not available from the state at this time.

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/calpadsupdfdash201.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>.







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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		1.0	**
Misassignments		0.0	**
Vacant Positions		0.0	**
<b>Total Teachers Without Credentials and Misassignments</b>		1.0	**

\*\* Data not available from the state at this time.

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

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		Two-Year Data	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	**
Local Assignment Options		0.0	**
<b>Total Out-of-Field Teachers</b>		0.0	**

\*\* Data not available from the state at this time.

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

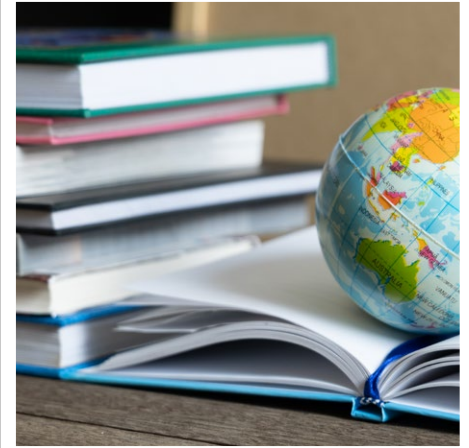
Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Two-Year Data	
Indicator		2020-21	2021-22
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	**

\*\* Data not available from the state at this time.

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

#### 2021-22 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0
✧ Not applicable.	



## Financial Data

The financial data displayed in this SARC is from the 2020-21 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](http://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](http://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](http://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		2020-21 Fiscal Year
	Delphic ESD	Similar Sized District
Beginning teacher salary	⊕	\$46,844
Midrange teacher salary	⊕	\$73,398
Highest teacher salary	⊕	\$93,345
Average elementary school principal salary	⊕	\$116,457
Superintendent salary	⊕	\$136,296
Teacher salaries: percentage of budget	20%	30%
Administrative salaries: percentage of budget	15%	6%

## 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		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Delphic ES	\$12,986	\$54,969
Delphic ESD	\$12,986	\$54,969
California	\$6,594	\$74,053
School and district: percentage difference	◆	◆
School and California: percentage difference	+96.9%	-25.8%

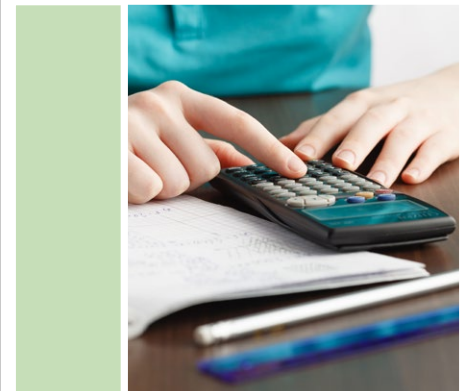
⊕ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ 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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$17,345
Expenditures per pupil from restricted sources	\$4,359
Expenditures per pupil from unrestricted sources	\$12,986
Annual average teacher salary	\$54,969



## 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.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2023.

## School Accountability Report Card

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