

Delphic Elementary School District

Delphic Elementary School

School Accountability Report Card Grades K-8

Data From The 2004-2005 School Year Published During 2005-2006

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Principal's Message

Delphic Elementary School is a small rural school located in the lovely Shasta Valley, 3 miles from Yreka, in Northern California, and nestled amongst 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 53 students. The student population is made up of 99% Caucasian families who are English fluent and/or proficient. Approximately 72% of the students receive free or reduced priced lunches.

Since Delphic School is relatively small, we are able to provide a more personal educational program for our students. The school population is generally stable with lower middle class economically. The economy is agriculturally based with some fading timber industry.

Delphic Elementary School is a School-based Coordinated Program school. 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.

A major role of Delphic School is to establish a caring, accepting school environment that helps to 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 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 that:

- 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, 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, 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.
- To develop intellectual curiosity and eagerness for lifelong learning.

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

Debbie Faulkner
Superintendent/Principal

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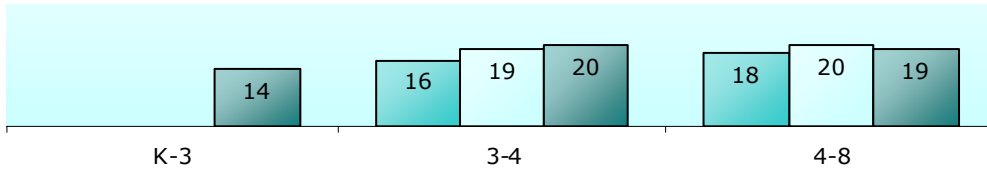
Financial Information
District Expenditures
Types of Services Funded

Class Size

The three-year data for average class size is displayed below.

Class Size By Grade

02-03 03-04 04-05



Class Size Distribution — Number of Classrooms By Size

Grade	2003			2004			2005		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-3							1		
3-4	2			1			1		
4-8	1			1			1		

Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table at right shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Grade Level	Class Size Reduction		
	02-03	03-04	04-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Quality and Availability of Textbooks

Textbooks		
Subject Area	Textbook Title	Year Adopted
Mathematics	Sadlier-Oxford - Progress in Mathematics K Saxon Math <i>Grade 1-6</i> McDougal, Littell <i>Grade 7-8</i>	⊙
Language Arts	SRA/Open Court Reading - <i>Grade 1-5</i> McDougal, Littell - Language of Literature <i>Grade 6-8</i>	⊙
Science	Mystery Science Series - Cycles in Nature: The Life Cycle, The Water Cycle, ScienceWorks for Kids Series - Geology, Taking Off with Flight, ScienceWorks for Kids Series - Exploring Space, Dinosaurs - Primary <i>Grades 1-2</i> , Harcourt Science <i>Grade 2</i> , Science Studies Weekly, North Mountain Publishing <i>Grades 3-5</i> , Harcourt Science <i>Grade 3-5</i> , Glencoe - Science Voyages <i>Grade 6</i> , Prentice Hall - Science Explorers <i>Grade 7-8</i>	⊙
History/Social Science	Harcourt Social Studies <i>Grade 2-6</i> Holt, Rinehart Winston <i>Grade 7-8</i>	⊙

⊙ Check at the school office for information.

Core Curriculum Areas	Availability of Sufficient Textbooks and Materials For Each Pupil
Reading/Language Arts	100%
Mathematics	100%
Science	100%
History-Social Science	100%
Foreign Language	100%
Health	100%

* This data was collected and verified by the district in June, 2006.

School Safety

Delphic Elementary School has developed a comprehensive school safety plan that meets state requirements as described in California Education Code Section 35294 et seq. 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 originally written in May of 2003, and updated periodically since then. For more information, please check with the school office.

Textbooks and Instructional Materials

The district adopts the most recent state-approved textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/English language arts, science, history/social science, and mathematics.

The teachers and students continue using standards-based instructional materials in mathematics, reading/English language arts, history/social studies, and science. They also continue to use previously adopted materials in health. Teachers are trained on how to utilize all new curricula. We also utilize funds from our library grant to increase our library collection.

On an annual basis at a public hearing, the Board of Education adopts a resolution certifying that the district has provided each pupil textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The Board also assures that these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas.

School Facilities

School Facility Conditions — Results of Inspection and Evaluation			
Interim Evaluation Instrument Area	Facility in Good Repair?		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer			Not applicable
Playground/School Grounds	✓		

* This data was collected and verified by the district in June, 2006.

Facilities

Delphic Elementary School has a Crisis Response file that includes its state-mandated comprehensive school safety plan, which meets state requirements as described in California Education Code Section 35294 *et seq.* The safety plan 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.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during recesses. Under the direction of the superintendent/principal, specific school procedures are implemented by the staff.

Also, one school wide disaster drill and monthly fire drills are conducted during the academic school year.

At Delphic Elementary School, ongoing support is provided to empower teachers in encouraging and promoting students' optimal behavior and learning. Our teachers are offered in-service training which broaden teachers' understanding of the applications and advantages of addressing character development in all aspects of learning. The entire staff focuses on improving the understanding and use of the language of encouragement, improving its ability to redirect student behavior where necessary and supporting students in positive learning atmosphere. A weekly bulletin lets the school community know what is happening at Delphic Elementary School. Recognition awards are given yearly for Fine Arts, Academics, and Physical Education. 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 SARB letters to parents. Students are also rewarded monthly for perfect attendance. Parents have acted upon our concerns that their children's regular attendance is essential to optimum learning, and attendance has improved.

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Facilities

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Delphic Elementary School is an attractive "Little Red School House." We keep a well maintained school. 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. School facilities currently provide adequate space for our staff and students. A scheduled maintenance program is administered by the district to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Our school has received upgrades thanks to modernization money. We have also used our savings to increase our enrollment and build a third new classroom. At our school, upgrades have included new lighting, new sinks and toilets, parking lot lights, resurfacing asphalt, replacing damaged fencing, improved access for the physically disabled, technology and electrical upgrades, and painting throughout the facility.

Good repair is determined by an Interim Evaluation Instrument developed by the State Office of Public School Construction and means that a facility is clean, safe, and functional. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. Providing a safe and well-maintained school is a top priority for our district.

Delphic Elementary School employs one custodian for two hours every evening after school for the purpose of cleaning the facilities.

Even though Delphic Elementary School District is over eighty years in existence, the oldest part of our main building is only twenty-five years old and qualified for modernization money. We added a library, larger restrooms, and larger office to that building fifteen years ago. The kitchen was renovated and equipped with new appliances approximately eleven years ago. Because Delphic has maintained a waiting list of students wanting into our school, we brought in a third teacher and built an additional classroom this year.

Parental Involvement

Delphic Elementary School is committed to communicating with and engaging parents as partners in their children's education. A parent volunteer program offers parents an opportunity to help teachers with classroom preparation and presentation. 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 that 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 a 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.

Parents have additional opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms). We encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment.

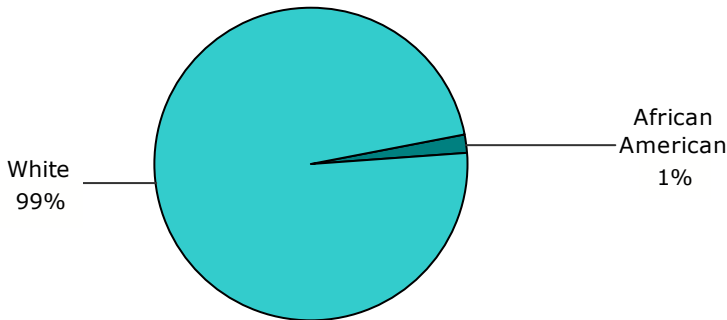
Delphic parents volunteer to assist teachers in the classroom and on field trips. They serve on School Site Council, help at school events, and serve as valuable resources to our entire school community.

Parents are always welcome to contact Debbie Faulkner, Superintendent/Principal at (530) 842-3653 for more information on how to become involved.

Enrollment and Demographics

The total enrollment of Delphic Elementary School was 53 students for the 2004-2005 school year.

Demographics



Minimum Days and Instructional Minutes

The table at right shows the minutes of study for grades K-8.

Delphic Elementary School had 12 minimum days (early release) per year designated for staff development and parent-teacher conferences.

Grade Level	Instructional Minutes Offered	State Requirement
K	36,000	36,000
1-3	54,000	50,400
4-8	54,000	54,000

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

Professional Development

The teachers and administrator are involved in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, social science, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Each year, the staff and administrator identify a school wide professional development focus, as well as determine areas of individual need.

For 2002-03, 2003-04, and 2004-05, the staff participated in a total of three mandatory staff development days in each of the last four school years. The staff participates in as many additional staff development days as we can afford. Each teacher and aide has traveled to approximately five professional development days a year to help meet the needs of all types of learners.

Q: What is a School Accountability Report Card (SARC)?

A: Since November 1988, State law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Instruction and Leadership

Debbie Faulkner has been superintendent/principal of Delphic Elementary School since 1992, and has 33 years of experience in education. In addition to being a former teacher, she was a Resource Specialist and she cares deeply about the success and well being of each and every student. The superintendent/principal has been with the school since 1991 and has, with the help of a devoted staff, created, implemented, and revised many school policies, procedures, and programs. Student achievement is also a priority with the superintendent/principal. Her primary goal is to continue to improve the instructional programs. Teachers and staff work together to identify goals for students and the school.

Delphic Elementary School District is devoted to improve student achievement by supporting teaching and learning in the classroom. The district makes available professional development that provides all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards. Students with special needs are serviced with a resource specialist and a resource specialist aide. We also add enrichment for all students with our Gifted and Talented Education money rather than a few.

The administrator works closely with the School Board, staff, teachers, parents, students and the School Site Council to make Delphic Elementary School the very best possible school it can be.

Instruction and instructional leadership are a priority for our teachers. We provide professional development and support for teachers in a variety of ways, e.g., staff conferences, frequent opportunities for collaborative study and planning, and individual teacher coaching based on ongoing classroom observations.

The school uses a range of assessments to determine student progress and participates in the Standardized Testing and Reporting program. All teachers will be provided with information to assess learning, analyze results, develop improved teaching strategies, and shape instruction. Daily instruction provides ongoing feedback through observation, projects, criterion-referenced tests, open-ended tasks, and writing samples. Our teachers are trained to utilize state and local assessments to help them design and analyze and not just score student achievement. The teachers focus on systematically managing data and utilizing the data to plan instruction accordingly. The results are also used to evaluate the program to determine if improvements need to be made. Each teacher is also giving a four-hour daily aide to help implement programs. Our instructional team evaluates the results to see if the plan is raising student achievement.

Positive Learning Environment

An important step in understanding and becoming an integral part of the larger community is to appreciate the diversity of that community. To help our students in the area of race and human relations, we first teach them to understand and appreciate the cultures of our country's many ethnic groups. At times, our teachers devote entire units to different cultures.

Another integral part of fitting into the community is the ability to perform well on the job. Besides building a strong foundation for future learning, we try to expand the career possibilities open to students. We involve our students in "job shadowing" with our educational partners and working parents to let our students experience what it takes to work in their positions.

A continuous goal of Delphic Elementary School is to help students develop greater self-control and concern for others' rights and privileges. One approach is to recognize the good that students do. We promote personal worth and the concept of success through hard work, perseverance, and dedication. We have a bulletin board as you enter school that is updated regularly that has every student engaged in a school wide activity. The staff refers to it as our "Self Esteem Board."

We continue to use a student-teacher-parent-administrator contract to promote academic achievement and provide an excellent learning environment through a team effort. Communication between home and school ensures that all concerns are addressed in the best way possible. We celebrate the academic and social accomplishments of Delphic student by recognizing our students for academic excellence and good citizenship. These efforts have directly improved instructional quality, and teachers are able to focus more on academics and provide an excellent learning environment.

"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."

Counselors and Support Staff

The following is a list of the support staff at the school and their full-time equivalents (FTE):

- Counselor 0.0
- Librarian 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist 0.0
- Other 0.0

California Standards Tests

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

Percentage of Students At Proficient or Advanced Levels									
Year Tested	Delphic ES			Delphic ESD			California		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	39%	55%	45%	39%	55%	45%	35%	36%	40%
Mathematics	46%	41%	42%	46%	41%	42%	35%	34%	38%
Science	*	◇	◇	*	◇	◇	27%	25%	27%
History-Social Science	◇	◇	◇	◇	◇	◇	28%	29%	32%

* The science portion of the CST was administered for the first time to 5th graders in 2004.

◇ To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2005 — Percentage of Students At Proficient or Advanced Levels				
Subject	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005	2005	2005	2005
Male	57%	48%	◇	◇
Female	29%	35%	◇	◇
English Learners	◇	◇	◇	◇
Economically Disadvantaged	44%	44%	◇	◇
Students with Disabilities	◇	◇	◇	◇
Migrant Education Services	◇	◇	◇	◇
African American	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇
Asian	◇	◇	◇	◇
Filipino	◇	◇	◇	◇
Latino	◇	◇	◇	◇
Pacific Islander	◇	◇	◇	◇
White	50%	47%	◇	◇

◇ Data are reported only for numerically significant subgroups.

Making Sense of Testing

Q: What are the California Standards Tests?

A: The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, 9, 10, and 11 take a science test.



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

NRT Results

The table below shows the percentage of students that scored at or above the 50th percentile (national average) in reading and math. It illustrates the school's comparison to the district and State for the last three years. Please note that no information is available for subgroups.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
	2003	2004	2005	2003	2004	2005
Delphic ES	54%	76%	◇	64%	79%	◇
Delphic ESD	54%	76%	◇	64%	79%	◇
California	43%	43%	41%	50%	51%	52%

◇ To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Suspensions and Expulsions

	Delphic ES			Delphic ESD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	4	4	22	4	4	22
Suspensions (rate)	0.111	0.103	0.411	0.111	0.103	0.411
Expulsions (no. of incidents)	0	0	0	0	0	0
Expulsions (rate)	0.000	0.000	0.000	0.000	0.000	0.000

Adequate Yearly Progress

Met Adequate Yearly Progress Criteria						
Year Tested	Delphic ES			Delphic ESD		
	2003	2004	2005	2003	2004	2005
Met Overall AYP Status	Yes	Yes	Yes	Yes	Yes	Yes
All Students	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	◇	◇	◇	◇	◇	◇
Socioeconomically Disadvantaged	◇	◇	◇	◇	◇	◇
Students with Disabilities	◇	◇	◇	◇	◇	◇
African American	◇	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇	◇
Latino	◇	◇	◇	◇	◇	◇
Pacific Islander	◇	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇	◇

◇ Data are reported only for numerically significant subgroups.

Making Sense of Testing

Q: What is the norm referenced test?

A: The norm referenced test is part of the Standardized Testing and Reporting (STAR) Program. The current norm referenced test is the California Achievement Test, Sixth Edition, or CAT/6, adopted by the State Board of Education. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7, and no longer tests science in any grade.



Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. However, no information is available for the California Physical Fitness Test. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tq/pf/.

Academic Performance Index

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data			
API Rank			
	2002	2003	2004
Statewide Rank	4	6	8
Similar Schools Rank	N/A	N/A	N/A

Schoolwide Data			
API Base and Growth Data			
Year	2002	2003	2004
% Tested	100%	100%	100%
Base Score	652	732	818
Growth Target	7	3	★
From	02-03	03-04	04-05
% Tested	100%	100%	100%
API Growth Score	745	820	743
Actual Growth	93	88	-75

Academic Performance Index Subgroups			
	02-03	03-04	04-05
White Base Score	652	N/A	N/A
White Growth Target	6	N/A	N/A
White Growth Score	N/A	N/A	N/A
White Actual Growth	N/A	N/A	N/A

★ Because Delphic Elementary School's base score was above 800, the State target, there was no growth target.

N/A Information not available.

Program Improvement

Schools who receive Title I funding can enter Program Improvement if they don't reach Adequate Yearly Progress (AYP) over two consecutive years. With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please go to www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	School	District
Year Identified for Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Year Exited Program Improvement	n/a	n/a
	District	
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.00%	

n/a Not applicable.

Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 95% of the students in grades 2-8 must be tested in order to be eligible for awards.
- Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.

"Since Delphic School is relatively small, we are able to provide a more personal educational program for our students."

State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.



NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. In general, for a teacher to be considered highly qualified, they must have a Bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq/.

Teacher Qualifications

Teacher Credential Information			
	2003	2004	2005
Total number of teachers	3	3	4
Full credential —fully credentialed and teaching in subject area	3	3	4
Teaching outside subject area —fully credentialed outside subject area	0	0	0
Teachers in alternative routes to certification —district, university internship	0	0	0
Pre-internship —emergency credentialed, incomplete subject matter requirements	0	0	0
Teachers with emergency permits —not qualified but meeting minimum requirements	0	0	0
Teachers with waivers —no credential and not qualified for an emergency permit	0	0	0
	2004	2005	2006*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification	0	0	0
Total Teacher Misassignments —teacher assigned to a course outside their credential/certification	0	0	0
Vacant Teacher Positions —certificated position vacant at the beginning of year for an entire year or semester	0	0	0

* For the 2005-2006 school year, the most currently available data are reported.

Teacher Education Level	Teacher Education Level	
	School	District
Doctorate	0.0%	0.0%
Master’s degree + 30 hrs course work	25.0%	25.0%
Master’s degree	0.0%	0.0%
Bachelor’s degree + 30 hrs course work	75.0%	75.0%
Bachelor’s degree	0.0%	0.0%
Less than Bachelor’s degree	0.0%	0.0%
Total	100%	100%

Substitute Teachers

The district gets its substitute teachers from a list supplied by the Siskiyou County Office of Education. We also have 66% of our aides with a teaching credential and are often hired to substitute teach in their classroom. This seems to be a better alternative for continuity.

Teacher Evaluations

The No Child Left Behind Act requires that all teachers in core academic subjects are to be a “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or and Intern Certificate/ Credential for no more than three years, and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

Delphic Elementary School has not and will not hire a teacher that is not NCLB- compliant in all core subjects they are hired to teach. The administrator visits the classrooms frequently to observe teachers’ instructional practice. Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishment and maintenance of a suitable learning environment
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties

All evaluations are confidential and are kept in the district personnel file of the teacher.

Permanent teachers receiving an overall evaluation of unsatisfactory in subject matter knowledge, teaching strategies, and teaching methods participate in the district’s Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates, teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

Our teachers receive support, guidance, and training to enhance the teaching strategies and abilities.

Percent of Classes In Core Academic Courses Taught By NCLB Compliant Teachers	
	%
This school	100.0%
All schools in district	100.0%
High-poverty Schools	0.0%
Low-poverty Schools	0.0%

Financial Information

2003-2004 District Salary Information — Does not include benefits

Range	District	Similar Sized District
Beginning Teacher Salary	N/A	\$34,395
Mid-Range Teacher Salary	N/A	\$50,164
Highest Teacher Salary	N/A	\$60,406
Average Principal Salary	⊛	\$80,091
Superintendent Salary	⊛	\$101,695
% of Budget for Teacher Salaries	20.6%	41.5%
% of Budget for Administrative Salaries	9.8%	6.1%

Note: The most recent fiscal information provided by the State is always at least two years behind.
N/A Information not available.

⊛ Because Delphic Elementary School District is a single-site district, they are not required to display superintendent salary information.

2003-2004 School Site Salary Information

Average Teacher Salary			% Difference Between School Site Average Teacher Salary And	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$34,000	*	*	*	*

2003-2004 School Site Expenditures Per Pupil

Total	From Restricted Sources	From Unrestricted Sources
◇	◇	◇

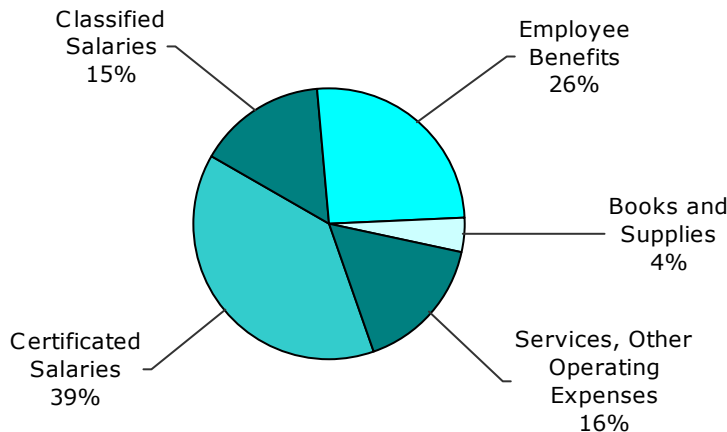
2003-2004 Expenditures Per Pupil from Unrestricted Sources

District	State	% Difference Between School Site and District	% Difference Between School Site and State
◇	*	◇	*

* Data not available. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.

◇ Information not available.

District Expenditures



Types of Services Funded

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized education to students with special needs
- Gifted and Talented Education—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.
- Special projects—monies earmarked for specific services
- Maintenance and operations
- District administration

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

The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and Financial Information. All other information is provided by the school and the district office.

All data accurate as of March 22, 2006.

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