



DELTA SCHOOL CHARTER 2015

Pending Approval by the Board of Trustees of
Santa Cruz City Schools
March 11, 2015

DELTA SCHOOL

CHARTER 2015

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DELTA SCHOOL: AN INTRODUCTION

Delta School is a public charter school providing education for grades 9-12. It exclusively serves students who have not experienced success in their prior academic setting. Delta School serves 14 to 18 year old youth but occasionally accommodates students up to age 20. Delta School has no tuition charge and serves students regardless of financial situation.

Delta School has approximately 140 students and is located on the campus of Cabrillo College in Aptos, California. The student body is comprised of about 35% minority students and has students from all socioeconomic levels. Most students have one or more of the following challenges: disconnection with education, a feeling of being ostracized by peers, health conditions, an unstable home life, low self-esteem, a history of substance abuse, a history of physical abuse, attention deficit disorder and/or other learning disabilities and emotional instability. Entering students' academic skills vary widely but the majority of the students enter below grade level and behind on credits earnings.

Approximately 950 young people have attended Delta School since its inception as a pilot program in 1995. Since 2006, an average of forty Delta students have graduated each year. More than 92% of Delta graduates continue on to higher education. Examples of individual success include many students who have graduated early and continued their education at Cabrillo College, a student who graduated a year early and entered a four year college, and a former Delta student, a University of California at Santa Cruz graduate, who returned to Delta as an instructional technician.

MISSION

Delta School serves students who have not succeeded in other high schools. Delta equips students with the skills necessary to graduate from high school, go on to higher education, and positively contribute to society.

PROGRAM HIGHLIGHTS

- Delta School was founded in 1994 as a non-profit corporation by a group of Santa Cruz business leaders. Santa Cruz City Schools District, the County Health and Human Resource Agencies and the University of California at Santa Cruz collaborated to create the school.
- Delta School is located on the campus of Cabrillo College where it has been since moving from the University of California at Santa Cruz in July, 2000. Students can earn

credit both on and off site and may earn credit for course work at Delta School, Cabrillo College, UC Santa Cruz, Regional Occupation Program and other community programs.

- Delta School is a charter school, one of the oldest of the approximately 450 in the state of California. The charter approval allows for innovation in designing the academic program.
- Delta School is an alternative to traditional high schools. The school serves 14 to 18 year old students from Santa Cruz County who have become disengaged from their education or educational setting and provides a community-enhanced model to give health, social, emotional and job support in addition to solid academic preparation.
- Academic rigor and high standards of scholastic achievement are held to at Delta School. Students are offered a liberal arts curriculum with the expectation that they earn a high school diploma and begin higher education or career and technical training.
- Each student has an academic advisor who meets with students in groups or individually to assist with attendance, positive behavior and academic success. Advisors also communicate with parents on a regular basis.
- In addition to the traditional three R's, Delta emphasizes the following three R's: relationships, relevance and real life.
- Counseling, health and human service referrals are provided.
- Delta School offers four instructional programs: Direct Instruction, Guided Studies, Independent Studies, and the Real World Linked Learning program.
- Curriculum is thematic and premised on considerable interaction with adults. Instruction is implemented through small groups and involves frequent use of technology.
- Sixty-two percent (62%) of Delta students are concurrently enrolled at Delta High School and Cabrillo College.
- All Delta students take, at the minimum, a Cabrillo Career and Guidance course, and more than half of Delta's students take additional Cabrillo courses before graduating.
- Delta School demonstrates strategies of education and social support that can be adapted by other high schools, enabling a broad range of students to benefit from Delta's ideas.
- The driving force of Delta School has been strong support from the business community. Business leaders understand that improvement in education is necessary for all children, not only motivated ones.
- Delta is accredited by WASC (Western Association of Schools and Colleges).

HISTORY

Delta School was started by key Santa Cruz area business leaders who began meeting in 1994 to discuss the needs of local youth. Twenty-one years later, members of Delta's Board of Directors continue to represent the Santa Cruz community. They and other Board members along with community supporters have consistently provided financial support as well as policy direction and management oversight for the school.

Delta School was incorporated in 1994 as a nonprofit corporation and opened at Oakes College at the University of California at Santa Cruz in February 1995, with a pilot project following the Cities in Schools model. This project offered thirty teenagers paid internships, business and civic mentors, full case management support, social services, and several education outcomes including a high school diploma, GED or California High School Proficiency Exam.

In January 1996, Delta School became an independent public charter school approved by the Board of Trustees of Santa Cruz City Schools. The first charter renewal for the school was approved by the Board of Trustees of Santa Cruz City Schools in July, 2000. The second charter renewal was approved in March 2005, and the third charter renewal was approved in April, 2010. This revised charter is being submitted to Santa Cruz City Schools for Board approval by July, 2015.

During its first full academic year, 1995-1996, Delta enrolled a total of 40 students at Oakes College at the University of California at Santa Cruz. Instruction was highly individualized with a few group classroom settings. A single lead teacher was responsible for the curriculum and discipline of all students. The lead administrator had many duties that afforded little interaction with students. Instruction was on a semester system punctuated by two quarters each.

In August 1997, Delta School moved to Crown College at the University of California at Santa Cruz and increased its enrollment to 50. Two teachers were initially responsible for the curriculum and a principal was responsible for discipline and administration. A year later, a third teacher was added. During the next three years, Delta School's educational program became more formal and structured with an increased emphasis on rigor and discipline. Classes of 12 to 15 students in English, mathematics, social studies, science, art, technology, and health were offered on a trimester system. Student performance began to be assessed by credit accumulation and narrative evaluations and letter grades became optional. Advisory periods, counseling, and other support services remained an integral part of the school but students in need of in-depth counseling and social services were now referred to local organizations. The GED and California High School Proficiency Exam were eventually phased out as educational options and emphasis was placed on student pursuit of a high school diploma.

In August 2000, Delta School moved to the campus of Cabrillo College. A close relationship with Cabrillo College was established and Delta's academic emphasis moved from simply receiving a high school diploma to preparation for postsecondary education at the community college level. All students became enrolled in a Cabrillo class that focused on an introduction to the college, study skills, and organizational skills and most Delta graduates took other Cabrillo

classes en route to their diploma. Campus health services, library, cafeteria, tutoring, athletic facilities and other college amenities were also made available to Delta students. Enrollment was slightly increased to 55 students and class size became 15 to 18 students. Advisor and counseling services were strengthened and coordinated.

The continued location of Delta School on the campus of Cabrillo College became jeopardized in 2002 when a bill was passed by the California State Legislature that required charter schools to be located within the boundaries of the sponsoring entity. Delta School's location at Cabrillo College in Aptos did not meet these new requirements, as it is located outside the boundaries of Santa Cruz City Schools. In July 2004, this was rectified by the passage of Senate Bill 1766, authored by Senator Bruce McPherson and supported in the Assembly by Assemblyman John Laird. Delta's exemption to the geographic location requirements of charter schools was noted in Education Code 47605.2. However, district boundaries now indicate that Delta School does operate within Santa Cruz City Schools High School District, and therefore meets the 2002 CDE charter school requirements without the exemption.

In August 2004, Delta School expanded to approximately 75 students with a maximum enrollment of 80. Class sizes remained the same at 15 to 18, but a new staggered schedule allowed for student flexibility to take a greater variety of Cabrillo classes and/or work outside of class. A fourth full-time teacher position was added, as was a 30% administrative position. Early assessment of this enrollment addition showed no negative changes to proportional ADA levels, student performance, motivation or achievement, or teacher morale and it did provide an increased financial viability to the organization.

Delta School was moved to the westside of Cabrillo College in June 2006 due to campus construction of a new Health Complex. In the present location site, 140 students can be accommodated. Cabrillo College has publicly stated its commitment to its continuing relationship with Delta School and the current site offers options for a long term commitment.

Delta School's Board of Directors led the effort to expand Delta to serve more students. This expansion was completed in a thoughtful, incremental manner. From June 2006-January 2010 enrollment increased to a cap of 120 students, which included an Independent Studies program serving approximately 25 students.

Since 2010, Delta School's enrollment has increased incrementally, with a current cap of 140 students. Independent studies now serves approximately 20 students, while up to 10 more can be served by the newly developed Guided Studies program. The Real World Linked Learning program was also added, and currently provides 16 students with a seat-based independent studies program with a flexible schedule that allows students to participate in job shadows, internships, and Cabrillo classes during regular class time.

To serve increased enrollment while maintaining class sizes of 15 (workshop classes at 18), Delta staff is comprised of: six 100% teachers, one 80% teacher, one 50% teacher, and 1 part-time art teacher. In addition, the resource teachers and counselor each teach one or more classes. Two 40% Resource teachers and one 100% instructional technician provide special education services. Services vary from individual to small group instruction with structured support in the daily Directed Studies program.

Delta School has continued to experience a positive relationship with Cabrillo College, which has allowed for an increased number of classrooms, a 1\$ annual lease, and increases in concurrent enrollment, access to student services and clubs, and health services.

COLLABORATIONS

Delta School has established many working community relationships including a number with social service agencies.

- Delta works closely with Santa Cruz City Schools to follow all state and federal mandates, including state mandated testing. Through Santa Cruz City Schools, Delta has access to Datawise for data analysis.
- Delta works with Cabrillo College in a variety of ways to contribute positively to the college programs and campus environment.
- University of California at Santa Cruz education students regularly work with Delta students as part of their own education and several have gone on to later work for Delta School.

Partnerships with the following also provide support and opportunities to both our staff and students:

- Your Future Is Our Business
- Career and Technical Education Collaborative
- Food What?!
- Santa Cruz County Office of Education ROP (Regional Occupation Program)
- Whittings Foods
- Santa Cruz County College Commitment (S4C)
- County Office of Education Outdoor Education program
- Teen Kitchen
- KYTHLP 101.9 Youth Led Community Radio
- Florida Museum of Natural History

(See Letter from Cabrillo College President Dr. Laurel Jones, Appendix 1)

EVALUATIONS

Several internal evaluative processes help to insure that Delta is an ever-improving institution:

- Teachers, the counselor and the principal meet weekly to improve and enhance the curriculum, create a positive educational environment and discuss action plans for individual students.
- Teacher performance is evaluated both informally and formally on a regular basis by the principal.

- The Delta School Board annually evaluates the Principal/CEO.
- Students learn leadership and affect school rules through student leadership class. They also evaluate curriculum and instruction each trimester for each class.
- The Delta Parents meet monthly to bring parent concerns to staff, hear about Delta School events, programs, and news and to volunteer help in a variety of areas.
- In the past, the Delta School Board of Directors has commissioned independent evaluations of the entire school.
- Parent, students and staff are surveyed every two years for feedback regarding curriculum and instruction, student success, and school climate.

(Student Survey Results Spring 2014, WASC/LCAP Parent Survey Spring 2014, Appendix 2-3)

FEATURES OF THE REVISED CHARTER

Delta School’s original charter described the vision of the school as “providing a comprehensive educational program for those high school students who are disengaged from education in their prior academic setting. Since that original vision, Delta has:

- Continued accreditation from Western Association of Schools and Colleges
- Grown in enrollment
- Added the Real World Linked Learning program
- Increased the number and amount of experience of its staff
- Demonstrated that courses are Common Core State Standards aligned
- Added a Guided Studies program
- Improved academic support systems in Directed Studies class
- Continued to improve its emphasis on student wellness, one of Delta’s LCAP goals, by expanding mental health services with the addition of a part time mental health intern. These services are available to students during 80% of the instructional minutes.
- Transitioned to semester credits to better align with Cabrillo and Santa Cruz City Schools, allowing for easier matriculation between schools.
- Graduation requirements continue to be reviewed to ensure alignment with generally accepted graduation requirements in the State of California.
- Added a Program Coordinator to support the development of this renewal and the WASC self-study process.
- Transitioned science courses to incorporate the Next Generation Science Standards

A supportive environment originally referred to as “surroundcare” was the cornerstone of the original charter and options for success included not only a high school diploma but also the GED and California High School Proficiency Exam. With the first revision, structure and detailed high expectations were added as basic elements of organizational design with the ultimate goal of each student to receiving a high school diploma. The second revision continued to develop an increasingly effective educational institution based on structure, high expectations,

and surroundcare while adding an emphasis on continued accountability. The third revision looked beyond the high school diploma to motivating and preparing students for continuing on to postsecondary education by adding the expectation that students complete one or more Cabrillo courses, with support, before high school graduation. While significant progress has been made in the areas of student wellness and college and career readiness, these will continue to be areas of focus for Delta’s next five years, as outlined in the Local Control Accountability Plan (LCAP).

1. EDUCATIONAL PROGRAM

California Education Code Section 47605 (b) (5) (A) requires a description of:

“The educational program of the school, designed, among other things, to identify what it means to be an ‘educated person’ in the 21st century and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self motivated, competent, and lifelong learners.”

OVERVIEW

Delta School educates many of the most challenging high school aged students in Santa Cruz County. Many come from difficult backgrounds, with serious learning, health, psychological and or emotional needs that have not been met. All have been rejected by or have themselves rejected traditional public high schools and often other educational institutions.

They also have many talents and gifts and wish to be successful and happy adults. Delta honors them for the special people they are, recognizes the serious challenges they have faced and continue to face, and supports their healthy maturation and development.

Delta School seeks to facilitate the growth of each student toward becoming an “educated person” in the 21st century as stated in our SLO’s (Schoolwide Learning Outcomes):

Delta High School at Cabrillo SCHOOLWIDE LEARNING OUTCOMES

What does a Delta graduate look like, know, and what are they able to do:

D: Developed individuals

- Who use effective communication in reading
- Who use effective communication in writing
- Who use effective communication in listening
- Who use effective communication in speaking.

E: Explorers of life's options

- Who participate in their personal development
- Who participate in their professional development

L: Lifelong learners

- Who are continuous learners in academics.
- Who are continuous learners of society
- Who are continuous learners of self and self health.

T: Thoughtful individuals

- Who think for themselves
- Who think and respond locally
- Who think and respond globally

A: Able thinkers

- who think critically
- who process information
- who solve problems
- Who are willing to meet the world's challenges
- Who make healthy choices for themselves and others

The lessons of Delta School's first twenty years of operation have taught us that our students learn best and increase their self-esteem the most in a highly structured, safe environment that is simultaneously supportive and non-judgmental of a person's past. The structured environment focuses on skills such as note taking, organizational skills, communication skills, goal setting and techniques for "learning how to learn."

The first realized step to becoming an "educated person" for almost all Delta students is receipt of a high school diploma and is thus a major focus. However, since educated persons must also be lifelong learners, preparation and motivation for continuing education is also necessary. Through several collaborative efforts by Delta School and Cabrillo College (including a mandatory Cabrillo class designed specifically for Delta students), students at Delta are given the opportunity and encouragement to become self-motivated, competent and lifelong learners.

STUDENTS

Student Referral and Selection. Delta School enrolls young people ages 14 to 18 from Santa Cruz County who cannot or will not learn in traditional school programs or other alternative settings. Potential students are referred to the school by friends, parents, relatives, neighbors,

employers, teachers, and other community members. The school counselor also works with counselors at other area high schools to inform them of Delta's program.

The principal interviews applicants to determine if they are likely to benefit from Delta's program. Selection criteria includes:

- 1) Minimum age of 14
- 2) Student choice to be at Delta School
- 3) At least one recent term of documented academic or attendance difficulties in high school (or a referral documenting why the current academic setting does not meet student's needs)
- 4) Willingness to make personal changes for improved academic performance

Students who have been involved as perpetrators in violent incidents or involved with hard drug use or drug sales within the past six months of application will not be admitted to the program.

In addition, during the new student selection process, applicants provide a variety of background, health and interest information. The interview review team identifies needed additional services such as language and math remediation and physical and mental health services before admitting students.

New Student Orientation and Probation. New students participate in a mandatory detailed orientation about expectations and support provided by the school. Each new student is also on attendance and behavior probation for twenty-one consecutive school days during which he or she must demonstrate his/her initial commitment to attending Delta School by exhibiting appropriate behavior.

Readmission After Withdrawal or Dismissal. Delta School has clear and consistent attendance and behavioral requirements for continuing enrollment and a formal discipline policy that is strictly enforced. Students that fail to adhere to such policies are requested to leave the program. The conditions under which former students may reapply are specified when a student leaves. Several Delta graduates have returned to Delta after exiting, many of whom were able to remain at Delta and graduate.

ACADEMIC PROGRAM AND SUPPORT SERVICES

Classes. A scope and sequence of standards-based high school courses, as well as original and innovative classes, are offered in Delta School's current educational program. Classes are offered across grade levels and are thematic. The thematic approach insures that students of differing grade levels do not feel that they are "just repeating the same classes in a different school." Classes in reading, writing, mathematics, history/social sciences and science follow state standards as per Education Code 60605. Past courses have included:

Figure Drawing, Open Studio, Jazz History and Appreciation, Work Less, Live More, Personality Type and Learning Style, Career Planning, Take Control of Your Success, Goal Setting, Survival and the Human Condition, Famous Trials in Literature, Accessing Valid Health Information, Algebra, Beginning Golf, Physical Fitness, What and Where is This place Called Earth?, Beginning Debate, African American History from 1950-Present, Twenty-First Century Literacy Skills, and Paleontology.

(See Course Descriptions Spring 2015, Appendix 4)

High School Graduation Requirements. In order to graduate, Delta students must earn a total of 195 credits in designated subject areas. The amount of credits received per class indicates the amount of effort put forth at an acceptable level of performance. Quality of student performance is evaluated with narrative evaluations. Some students may also enroll in optional college classes and use credit received there to meet graduation requirements.

(See Graduation Requirements and Evaluation Information, Appendix 5-6)

Staff. Delta School staff includes a Principal/CEO; an office manager/registrar; six full-time teachers; three part-time teachers (50-83.3%); two part-time special education teachers; a full-time instructional technician/aide; a full-time mental health counselor; a full-time academic counselor and volunteer student tutors and interns.

Support Services. Delta School students receive a variety of support services including before, in class and after school tutoring, academic advising, individual and group counseling and employment preparation. Employment preparation activities include skill assessment and career counseling, practice interviews and resume development.

Remediation. Students that do not achieve at or above expected levels are addressed in one or more of the following manners:

- 1) Targeted intervention during their Directed Studies class
- 2) Through individual plans developed collectively by the student's teachers.
- 3) By assignment of an individual tutor when possible.
- 4) By establishing a learning contract that requires a student, with parent/guardian permission, to stay after regular school hours for extra help one or more days a week

Students With Disabilities. The needs of students with disabilities are met through IEP development and oversight by Delta's special education and resource coordinator.

English Language Learners. The needs of English Language learners are met through the collaborative work of all teachers, the bilingual Principal/CEO and Delta's bilingual office manager.

FACILITIES

Delta School owns its facilities, which are portable units that are located in the 1190 building on the campus of Cabrillo College. There are two (1/2 size) classrooms, 1 (full-size) Directed Studies/Independent Studies room, one main office, one principal's office and one utility room, which is used by the counselor and special education teacher. A storage room was added by the Cabrillo construction class and a relocatable staff room was made possible through a donation. All classrooms have Internet access. There are currently six mobile laptop labs with both Apple and Chromebook computers available for student use in each instructional setting. Delta School pays an annual leasing fee of \$1 to Cabrillo College for use of the land upon which the portable units are located. Cabrillo is also providing Delta School with three additional classrooms, bringing the total to six, as of March 2015.

(See Delta-Cabrillo Lease Agreement, Appendix 7)

2. MEASURABLE STUDENT OUTCOMES

California Education Code Section 47605 (b) (5) (B) requires a description of:

“the measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes’ for the purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.”

OVERVIEW

Delta School meets all California charter high school standards and assessment requirements, including participation in SBAC (Smarter Balanced Assessment Consortium) Testing, CAHSEE (California High School Exit Exam), CELDT (California English Language Development Test) and the Algebra I or equivalent graduation requirement. Curriculum development is also geared toward meeting state standards requirements in all subject areas. Additionally, Delta School continues to recognize and comply with the federal No Child Left Behind (NCLB) requirements.

Delta School participates in the compilation and analysis of data regarding school attendance, suspensions/expulsions and credit completion outlined by the Alternative Schools Accountability Model (ASAM). Although the formal ASAM process is not currently in place, Delta School continues to provide data on ASAM measures to Santa Cruz City Schools and updates the Board on progress regularly. Delta has continued to improve in the

area of Suspensions, which were down to 16% in 2010 and are at an average of less than 1% for the last three years as of March, 2015. Attendance also continues to improve, with Average Daily Attendance (ADA) currently at 90% and approaching that of Santa Cruz City Schools (SCCS) at 93.9%. As of January 2015, Delta requires all Junior and Senior students to take the Cabrillo College placement exams for English Language Arts and Mathematics. Results of the 2015 assessments show that 21% of Delta School Juniors and Seniors that took the assessment (n=52) placed into transfer-level English, 56% into college-level English, and 23% placed into remedial English. In mathematics (n=54), 2% placed into transfer-level math, 63% into college-level math, 24% into remedial math, and 11% need to reassess due to having taken the wrong assessment. These data will be shared with SCCS and the Delta Board and will serve as a baseline to be used to measure growth and to set and refine goals for student achievement.

In collaboration with Santa Cruz City Schools, Delta is currently using the Datawise data assessment system to measure student outcomes and to guide curriculum and inform instructional decisions. Like other schools, Delta is currently transitioning between state accountability measures, and will likely switch the data assessment system to Illuminate at the same time as Santa Cruz City Schools.

Delta School's founders, supporters, and staff also recognize that preparation for employment is also a desired outcome of many Delta students. The school has determined college and career readiness as a primary goal for its students, as reflected in Delta's LCAP Goals. Students have the opportunity to take Cabrillo College classes while still enrolled at Delta, and receive academic counseling support to do so when deemed appropriate. The school also provides career information and guidance and practice in resume development and interviewing skills.

(See CAHSEE Data and Cabrillo Placement Assessment Data, Appendix 8-9)

DESIRED OUTCOMES

Attendance Outcomes. Delta School has very clear attendance requirements and progressive consequences for non-attendance ending in a formal exit. Average daily attendance (ADA) for those students enrolled has continued to increase since the school's inception in 1995. Attendance during the pilot project in 1995 was 70%, rose to 82% in 1999-2000 and was 88% in the 2008-09 school year. Since the 2010-11 school year, Delta has averaged just over 90% attendance. Improved attendance will continue to be a goal for Delta, with goals of matching Santa Cruz City Schools' ADA of 93.9%, as well as improving attendance of a small number of students with intent and/or chronic absenteeism. Delta is currently in the process of establishing its own School Attendance Review Board, one of the current LCAP goals, to support this effort.

(See Attendance Report 2010-2015, Appendix 10)

Classroom-Level Outcomes. Delta School's curriculum helps students meet defined subject matter standards. The school is continually identifying areas of the curriculum and instructional strategies that need improvement, both for groups of students as well as individuals and tailoring instructional strategies to meet those needs. Delta has placed increased emphasis on college and career readiness (LCAP Support Goal #2), and the implementation of the Common Core State Standards is part of this effort. To gauge progress on this goal, all 11th and 12th graders take Cabrillo College placement tests. Scores from these assessments are better indicators of college readiness than credits accrued. Another measure that informs growth in this area is narrative evaluations, which evaluate individual student performance in each class. Credits reflect effort and accomplishments.

Pre-Collegiate Outcomes. The high school graduation rate is the main pre-collegiate assessment of Delta students. Delta School has graduated an average of 45 students per year during the last four years. Traditionally, an average of 1 senior per year needs a fifth year to meet the graduation requirements and/or the CAHSEE. Out of a total of 192 seniors in the past 4 years, there have been only 7 students that did not complete graduation requirements within four years. Delta expects to graduate over 45 students this year.

College and University Outcomes. An average of 95% of Delta graduating students have completed the Cabrillo Running Start process to ensure priority registration for the following academic year. Additionally, 60% of Delta School students (78/130) are co-enrolled in Cabrillo College for Spring 2015, the largest number of co-enrolled students in Delta School's history. Three more students are co-enrolled in ACE, a Cabrillo Learning Community for targeted students who would benefit from a bridge program to be successful in college. Thirty-five percent (35%) of 2014 Delta School graduates self-report post-secondary enrollment in the Fall semester following graduation. We are in the process of developing a system to collect data on student longevity and completion of college or university.

Career Entry/Advancement Outcomes. Delta School strives to provide students with a number of options for exploring career pathways. All students attend career panel presentations twice each year, and all students can also receive credit for exploring careers through an arranged job shadow. Delta School remains connected to local businesses in order to continue to offer students internships with local employers, like Whittings Foods, Indigital, Elyse DeStout Photography, Mediawatch, FoodWhat?!, and local schools and real estate agents. The Real World Linked Learning (RWLL) program was developed in 2013 to provide a flexible instructional program that can accommodate the placement of students in job shadows, internships, and Cabrillo classes during class time. There are currently 16 students enrolled in RWLL. Each student works with the advisor to develop an Individualized Learning Plan that is tailored to their academic and personal interests and passions. Students take a Learning Through Internship course that helps them develop the "soft skills" necessary to be successful in today's working world. Students are assisted by their advisor to coordinate and participate in numerous job shadows and internships throughout the year.

3. MEASUREMENT OF STUDENT PROGRESS

California Education Code Section 47605 (b) (5) (C) requires a description of:

“the method by which pupil progress in meeting those pupil outcomes is to be measured.”

Attendance. Delta will continue to collect and maintain detailed, accurate attendance records and document attendance contracts and performance. Delta will continue to collect attendance data using the Alternative Schools Accountability Model (ASAM) measures, and present findings to the Delta Board.

Classroom-Level Outcomes. Classroom-level measurements include narrative evaluations and credits. Reports of these measurements are made five times a year, three final trimester evaluations and two mid-term evaluations. There are written guidelines for narrative evaluations used uniformly by all teachers. Narrative evaluations give rich, constructive and detailed information about student performance and mastering of course material. They also address personal improvement without comparison to other students and can include information about student projects, portfolios, or other specified work. Credits are a reflection of effort at an acceptable level and are given in raw data form (number of credits received) as well as percentage form (number of credits received divided by number of credits possible).

Pre-Collegiate Outcomes. Delta School students will continue to take all state assessments required of charter school students including the SBAC tests and California High School Exit Exam and the school will comply with the Algebra I or equivalent graduation requirement. Delta School will provide Santa Cruz City Schools with documentation of this participation as well as data from students’ performance on the Cabrillo College placement assessments. Data regarding the school’s graduation rate will continue to be compiled.

College and University Outcomes. Some informal tracking of the post high school education of Delta School graduates and other former Delta students has been done to date. Delta School staff will be working with Cabrillo College administration to develop a process for monitoring the progress of Delta School graduates over time. Additional processes to track graduates are in development, including an end-of-year report on Delta graduates post-high school plans and annual outreach to Delta graduates via email.

Career Entry/Advancement Outcomes. The tracking referred to above will also be used to follow up on all other former Delta students who did not attend college or went on to a career after attending high school. This data will also be used as part of Delta School’s overall evaluation process.

Overall School Assessment. Data from SBAC, CAHSEE, CELDT and Cabrillo College placement tests are reviewed annually by the teachers and Principal/CEO at staff meetings and strategies are then developed and implemented to make necessary improvements.

Parents/guardians are supplied with information regarding individual student assessment and progress on a regular basis.

Program assessment is broader than assessment of individual student success and involves many complex factors that influence individual achievement, school wide academic performance and program sustainability. Delta School will continue to use a comprehensive continuous assessment process that includes quantitative and qualitative measures of student achievement and program effectiveness. Student and parent surveys and/or focus groups are central to this process.

4. GOVERNANCE STRUCTURE

California Education Code Section 47605 (b) (5) (D) requires a description of:

“the governance structure of the school, including but not limited to the process to be followed by the school to ensure parental involvement.”

The terms of this charter and California charter school law will govern the relationship of Delta School with the Santa Cruz City Schools District. Delta School is committed to fulfilling its obligations under this current charter and will resolve any disputes that arise between Delta School and Santa Cruz City Schools with the dispute resolution process described in Section 14 of this charter.

Delta School is governed by a Board of Directors composed of community members representing business, education, and parents. Members must officially be nominated by another Board member and then voted for by a majority of Board members present. There is no designated term of service. Currently there are 6 Delta School Board members.

This Board is responsible for all Delta School activities and responsibilities including fulfilling the provisions of this charter and meeting the nonprofit organization requirements of IRS Code Section 501(c) 3. Delta Board members follow all provisions of the Brown Act that govern meetings of public bodies.

The Board responsibilities are:

- To establish, reappraise and revise program mission and goals.
- To formally and intentionally own and support Delta School as an effective nonprofit organization.
- To select, oversee and evaluate the Principal/CEO.
- To conduct effective resource management.
- To advocate for at-risk students and their families in the community.
- To set program policies.
- To oversee financial management and budgeting.

- To engage in long-range planning and conduct periodic evaluations.
- To meet all legal requirements.
- To work to institutionalize the Delta School service delivery system.

The Delta School Board has established specific job descriptions and performance requirements for Delta staff and holds the staff accountable for student learning outcomes. The Delta School Board grants staff decision-making authority within established Board policies.

A student government representative regularly attends Delta School Board meetings to give reports and interact with Board members. A current parent representative also serves on the Board. The current parent representative is simultaneously the chair of the Delta Parents Club, which meets monthly to address parent education and assist Delta staff.

5. EMPLOYEE QUALIFICATIONS

California Education Code Section 47605 (b) (5) (E) requires a description of:

“the qualifications to be met by individuals to be employed by the school.”

The Delta School Board has created personnel policies, including employment standards, guidelines for developing job descriptions and processes for recruiting, selecting, evaluating, disciplining and terminating employees. The Board has created a job description and evaluation process for the Principal/CEO and approves job descriptions and evaluation procedures for other staff. The Board participates with the Principal/CEO in the recruitment, selection, evaluation, disciplining, and termination of other school employees as specified in personnel policies. All teaching positions will remain filled by employees with appropriate California teaching credentials issued by the California Commission on Teacher Credentialing. The Principal/CEO is responsible for verifying valid teacher credentials and professional development for credential renewal and NCLB compliance. Qualifications of classified employees are determined by resume review, reference checks, group interview and competency tests as necessary. The Principal/CEO is responsible for verifying qualifications of all current or potential classified employees.

Delta School gives the Principal/CEO, teachers and other staff the support and training they need to successfully serve Delta students, grow professionally and remain passionate about their work. All staff are expected to be models of the characteristics that Delta School wishes to nurture in students. Each staff member should display a continuing passion for learning, a striving for excellence in their chosen field, a commitment to a broad-based liberal arts education and a dedication to strengthening the school community.

6. HEALTH AND SAFETY OF STUDENTS AND STAFF

California Education Code Section 47605 (b) (5) (F) requires a description of:

“the procedures that the school will follow to ensure the health and safety of the pupils and staff.”

Delta School is committed to the health and safety of its students and staff. All are obligated to conduct themselves in ways that will not harm themselves or others. Delta School will continue to comply with all provisions of Education Code 44327, which addresses the need for a comprehensive school plan of health, safety and risk management policies.

The school cooperates with Santa Cruz City Schools on the establishment and implementation of comprehensive safety policies and procedures for staff, students and volunteers. These policies include the requirement that every employee of the school will furnish fingerprints and a criminal record summary as required in Education Code Section 44237. They also cover fire and earthquake contingencies, required TB tests, employee signatures on the mandatory child abuse reporting requirements, immunization policies, policies on sexual harassment, dangerous or abusive behavior, drug and alcohol abuse, safe handling and disposal of hazardous materials, and meeting state and county health and safety standards for food handling and preparation. The Principal/CEO is responsible for compliance of all health and safety standards and laws.

All Delta School students registered in Cabrillo classes have free access to the Cabrillo College Health Center, which is located nearby on the campus of Cabrillo College. The office manager assumes responsibilities of a health clerk and directs students to the Cabrillo College Health Center as necessary.

7. ACHIEVING RACIAL AND ETHNIC BALANCE

California Education Code Section 47505 (b) (5) (G) requires a description of:

“the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

Delta School is nonsectarian and does not discriminate on the basis of race, ethnicity, national origin, religion, gender or disability in its admissions policies, programs, employment practices and all other operations. Delta School strives to maintain a racial and ethnic balance among its students that reflects the general population of the Santa Cruz City Schools District. It conducts ongoing outreach to local schools, social service agencies and community groups. Three Open House/Parent Night events are publicized locally and are

open to the public. Delta School also compiles demographic data for CBEDS as well as for internal use to evaluate and, if necessary, target for outreach those population groups needed to maintain racial and ethnic balance.

Delta School provides translation for Spanish-only speaking parents for both phone conversations and meetings with Delta staff. The school is continually working to ensure that all of its informational forms are also available in Spanish.

8. ADMISSION REQUIREMENTS

California Education Code Section 47695 (b) (5) (H) requires a description of:

“admission requirements, if applicable.”

Admission to Delta School shall not be determined according to a student’s place of residence, or that of his/her parents/guardians, within California.

Delta School admits all students who have not experienced success in their prior academic setting and who wish to attend and who meet the school’s admission requirements. Students are placed as space is available. If the number of eligible applying students for the new school year exceeds the school’s capacity, a public random drawing will be held to determine those who will be admitted at that time according to Delta Board Policy. In the event of a drawing, the Delta School Board shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet student demand.

Preference is given to students residing within the Santa Cruz City Schools District.

Delta School has four admission criteria: minimum age of 14, student choice to be at Delta School, at least one recent term of documented academic difficulties in high school (or a referral documenting why the current academic setting does not meet student’s needs, and willingness to make personal changes for improved academic performance.

(See Wait List Policy, Appendix 11)

9. AUDITS

California Education Code Section 47605 (b) (5) (I) requires a description of:

“the manner in which annual, independent, financial audits shall be conducted, which shall apply generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

Financial practices of Delta School follow generally accepted accounting principles, with an audit performed annually and submitted to the Delta School Board, Santa Cruz City Schools and the State Department of Education. Delta School’s auditor has been the same auditor contracted by Santa Cruz City Schools. The Principal/CEO oversees the audit. Should exceptions or deficiencies be noted in the financial audit, a plan for addressing them will be submitted in writing to Santa Cruz City Schools within ten days of receipt of the audit report.

The Delta School Board will prepare periodic reports on the school’s program for submission to Santa Cruz City Schools. Delta School also welcomes Trustees and employees of Santa Cruz City Schools to visit the school at any time.

(See 2013-14 Audit Report, Budget Information 2007-2014, and October 2014 Balance Sheet and Revenues/Expenditures Report, Appendix 12-15) *Financial reports through January 2015 are being prepared.

10. PUPIL SUSPENSIONS/EXPULSIONS

California Education Code 47605 (b) (5) (J) requires a description of:

“the procedures by which students can be suspended or expelled.”

Suspension. Delta School follows the Santa Cruz City Schools suspension procedures, which conform to California Education Codes (CEC) Sections 48900 (a-t), .2, .3, .4, .7. At the time of suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, due process rights are reviewed with that student, and then the parent/guardian shall be notified in writing of the suspension and the date of return to school. Specific grounds for suspension and/or expulsion are stated in the Delta School student & parent/guardian orientation packet.

Expulsion. Delta School also follows the Santa Cruz City Schools expulsion procedures which conform to (CEC) Sections 48900(a-t) .2, .3, .4, .7 & 48915 (a-h). Delta School further follows (CEC) Section 48918, which informs the student and parent/guardian of their due process rights for a formal hearing before the Delta Governing Board which ultimately determines a student expulsion.

Delta School follows all Federal Requirements regarding suspensions and expulsion for students with disabilities (CEC) Section 48915.5.

(See Suspension and Expulsion Data, Appendix 16)

11. RETIREMENT SYSTEM

California Education Code Section 47605 (b) (5) (K) requires a description of:

“the manner by which staff members of the public charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or Federal Social Security.”

Qualified Delta School teachers and the Principal/CEO are covered by the State Teachers’ Retirement System (STRS). Other employees are covered by the Public Employees’ Retirement System (PERS) or federal social security as appropriate.

12. ATTENDANCE ALTERNATIVES

California Education Code Section 47605 (b) (5) (L) requires a description of:

“the public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school.”

High school students who live in the Santa Cruz City Schools attendance area and are eligible according to existing district policies may attend other public high schools or alternative schools. Those students who live outside the attendance boundaries of Santa Cruz City Schools may also be able to attend public or alternative schools within the boundaries of their residence. Students may also apply to the County Office of Education to attend one of the Court or Community Schools. Some students may also be able to attend Cabrillo College.

13. EMPLOYEE RIGHTS OF SCCS EMPLOYEES WORKING AT DELTA

California Education Code Section 47605 (b) (5) (M) requires a description of:

“the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and any rights of return to the school district after employment at a charter school.”

Delta School may choose to contract with Santa Cruz City Schools for the services of credentialed or certificated staff. If so, these individuals will remain employees of Santa Cruz City Schools, on leave status, for a period of up to one year. At the end of this year

they will return to work at a Santa Cruz City Schools district area site or resign their employment with Santa Cruz City Schools.

14. DISPUTE RESOLUTION

California Education Code Section 47605 (b) (5) (N) requires a description of:

“the procedures to be followed by the charter school to resolve disputes relating to provisions of the charter.”

Delta School and Santa Cruz City Schools agree to work together to accomplish all tasks necessary to fully implement this charter, including the submission of any duly prepared waiver requests to the State Board of Education. The Delta Board has adopted policies and processes for airing and resolving internal disputes and disputes with Santa Cruz City Schools or other external entities. Parents, students, Board members, volunteers and staff are provided with a copy of Delta’s policies and dispute resolution upon request.

The Governing Board of Santa Cruz City Schools agrees to refer all complaints regarding the school’s operations to Delta School’s Principal/CEO for resolution in accord with the school’s adopted policies. In the event that a dispute is not resolved internally by the Principal/CEO and/or Delta School Board of Directors, the Governing Board of Santa Cruz City Schools agrees to not intervene without the consent of the Delta School Board of Directors unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Costs incurred during the dispute resolution process will be funded by the charter.

If the Governing Board of Santa Cruz City Schools believes it has cause to revoke this charter, it agrees to notify Delta School’s Board of Directors and grant the school reasonable time to take appropriate corrective action prior to revoking the charter. If corrective action fails to resolve the dispute, Delta School and Santa Cruz City Schools agree to submit the matter to a mutually agreeable third party for a non-binding recommendation on how to resolve the matter in accordance with the terms of the charter.

In the event the State Board of Education (SBE) chooses to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the SBE’s discretion in accordance with that provision of law and any regulations pertaining thereto.

15. EXCLUSIVE EMPLOYER

California Education Code 47605 (b) (5) (O) requires a description of:

“a declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees for the charter for the purposes of the Education Employment Relations Act (Chapter 10.7(commencing with Section 3540) of Division 4 of Title 1 of the Government Code).”

Delta School shall be deemed the exclusive public school employer of all employees of the charter school for the purposes of the Education Employees Relations Act (EERA).

16. PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES

California Education Code Section 47605 (b) (5) (P) requires a description of:

“the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records.”

In the event that circumstances arise requiring the permanent closure of Delta School, the parents and students of Delta School shall be informed of such at the earliest feasible time to ensure that students are able to plan accordingly for their academic future. Delta School advisors, counselor and/or Principal/CEO will work individually with each student to facilitate the transition.

The assets and liabilities of the school will be disposed of by the Delta School Board of Directors under the asset disposition provisions noted in the school’s *Financial Procedures Manual*. The Delta School Board of Directors will attend to enumerating and disposing of the assets and liabilities as directed in the *Financial Procedures Manual*. The Delta School Board Treasurer shall ensure that a final audit of the school’s assets and liabilities is performed.

Upon graduation or matriculation, parents or guardians of students will be provided with a printed transcript of their final academic progress at the school along with other relevant printed school-related documentation as requested.

The Delta School Board of Directors will provide for the transfer of student records to a responsible and willing school district, the Santa Cruz County Office of Education or other qualified entity. In the event that no such willing repository exists at the time of closing, the records shall be disposed of in a manner that will ensure confidentiality of those records.

No compensation will be paid to families including to those who choose to send their children to private schools. Any donations made to the school within 30 days of its closure will be returned unless already used for the purpose specified.

An independent financial audit shall be conducted as part of the closure process. A copy of the auditor's report shall be provided to the Delta School Board of Directors and Santa Cruz City Schools for review.

SERVING SPECIAL EDUCATION STUDENTS

Delta School does not discriminate on the basis of disability and serves students with disabilities in the same manner as such students are served in other public schools. The school complies with the provisions of Section 504 of the Rehabilitation Act of 1973 by making appropriate accommodations for students with disabilities so that no student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any school program by reason of handicap. An Accommodation Plan is developed for students who are not eligible for special education but who are disabled under Section 504.

Delta School is its own Local Education Agency (LEA) in the North Santa Cruz County Special Education Local Plan Area (SELPA) and as per Education Code 47641 (a) is defined as its own school district for the purpose of providing special education services to the students of Delta School. Delta School will continue to comply with all provisions of state and federal laws and implementing regulations as they relate to LEA's. State and federal funding for special education is received directly from the Santa Cruz County Office of Education and not through Santa Cruz City Schools. Delta School acknowledges its responsibility for all mandated special education-related costs and services regardless of the funding received for such purpose. Delta School also agrees to hold harmless and indemnify Santa Cruz City Schools for costs or awards related to complaints, due process hearings, mediations and/or all forms of litigation including settlement related to special education. The Principal/CEO serves as the local LEA compliance officer. Delta School has designated staff credentialed in special education that direct the identification, assessment and services for special education students.

Delta School Principal/CEO and Resource Teacher(s) have received training in the RTI (Response to Intervention) model. A Delta School RTI plan has been developed and implemented. This plan requires and supports excellent curriculum and instructional practices in the classroom while providing for additional levels of intervention in the Directed Studies class. The Delta Resource Teacher can guide the interventions and assess the success of the interventions. Students not responding to the most intense interventions are then considered for Special Education assessment.

CHARTER TERM, REPORTS, AMENDMENT AND RENEWAL

The term of this charter shall be five years. The Governing Board of Santa Cruz City Schools agrees to receive the annual fiscal audit and performance reports as specified in this charter including reports of CAHSEE and SBAC performance. In addition, Delta School will provide the Governing Board of Santa Cruz City Schools reports documenting Delta students' attendance and their performance on Cabrillo placement tests for ELA and Mathematics. Within two months of the receipt of any of these reports, the Santa Cruz City Schools Board must notify the Delta School Board if it considers Delta students to be making insufficient progress relative to the outcomes specified in Section 2 of this charter.

The Delta School Board may propose amendments to the Governing Board of Santa Cruz City Schools for its approval. Material revisions and amendments shall be made pursuant to the standards, criteria and timeliness in Education Code Section 47605.

The Delta School Board may request from the Santa Cruz City Schools a renewal or amendment of the charter at any time prior to expiration. The Santa Cruz City Schools Board agrees to hear and render a renewal or amendment decision pursuant to the timeliness and processes specified in Education Code Section 47605 (b) and the appeal process contained in Education Code Section 47605 (j).

SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions of the charter are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Delta School Board and the Santa Cruz City Schools Board. Santa Cruz City Schools and Delta School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

ADDITIONAL POLICIES

Administrative Policies

Delta School is responsible for all of its own administrative services except for the processing of ADA state funding which is done for a 1% fee by Santa Cruz City Schools. Delta School may contract with Santa Cruz City Schools by mutual agreement for other selected administrative services. Delta School contracts for its own accounting services.

Insurance

Delta School will continue to maintain necessary types of insurance including: general liability, professional liability, directors and officers, workmen's compensation, and building and contents. Eligible employees are covered by health and dental insurance.

Transportation and Financial Aid

Delta School students get to and from school in a variety of ways: by public transportation, foot, car, carpooling, bicycling and even skateboarding. Delta School does not provide its own transportation for all students. However, because it is located on the campus of Cabrillo College, it is well served by the county bus system. Students who demonstrate financial need are provided with bus passes at no cost to them.

Delta pays for the Cabrillo College registration for all students, their health fees, and enrollment costs for the Career and Guidance course. Students with demonstrated financial need are also provided additional funding for specific health and academic needs. Delta School also pays for Cabrillo College Physical Education classes for all Delta School students who have not completed their physical education credits necessary for graduation.

Financial Statements

Delta School provides current financial and budget statements to interested parties at every Delta School Board meeting. It agrees to make such statements available to Santa Cruz City Schools upon request.

Civil Liability

Delta School is a nonprofit organization and, as an independent entity, it can be sued and would be responsible for any debts incurred by operations of Delta School.

Adherence to Codes, Regulations, and Policies

Delta School shall comply with California Educational Codes as well as applicable state and federal laws and regulations. These laws shall govern any subjects not specifically addressed in this charter document, as applicable.

Communications

All official communications between Delta School and Santa Cruz City Schools will be sent via First Class Mail or other appropriate means to the following addresses:

Mary Gaukel Forster
Delta High School, Principal
6500 Soquel Avenue, Building 1190
Aptos, CA 95003

Felix Robles, Chair
Delta School Board of Directors
6500 Soquel Avenue, Building 1190
Aptos, CA 95003

Kris Munro, Superintendent
Santa Cruz City Schools District Office
405 Old San Jose Road
Soquel, CA 95073