

Delhi Educational Park, Delhi High School and Delhi Middle School

School Accountability Report Card **Reported Using Data from the 2019-2020 School Year** **Published During 2020-2021**

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Delhi Educational Park, Delhi High School and Delhi Middle School
Street	16881 West Schendel Road
City, State, Zip	Delhi, California 95315
Phone Number	209-656-2050
Principal	Dr. Cristian Miley, DHS; Rosa Gonzalez, DMS
Email Address	cmiley@delhiusd.org
Website	http://www.delhi.k12.ca.us/
County-District-School (CDS) Code	24753662430114

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Delhi Unified School District
Phone Number	(209) 656-2000
Superintendent	Adolfo Melara
Email Address	adavis@delhiusd.org
Website	www.delhi.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Mission Statement:

Delhi High School will provide a collaborative learning environment, based on high expectations, accountability, and respect, preparing students with 21st Century Skills to become college and career ready.

Delhi High School serves the agricultural-based community of Delhi located along California Highway 99 mid-way between Stockton and Fresno. Delhi is the largest unincorporated city in Merced County. The Delhi Unified School District has a total enrollment of 2,507 students for the 2020-2021 school year. Students attend three K-6 elementary schools at separate sites. The Delhi Educational Park houses Delhi Middle School for 7th and 8th-grade students and Delhi High School for the 9th through 12th-grade students. Delhi High School began operations in 1998 and in the spring of 2001 Delhi High School graduated the first senior class of 75 students. The Delhi High School enrollment for 2020-2021 totaled 810 students. Of the 810 DHS students, 614 qualify for free and reduced meals (76%), 155 are english learners (19%), 22 students qualify as homeless (3%), and approximately 96 students qualify for special education services (12%). For the purposes of the Local Control Funding Formula, the unduplicated student count is 79% of the school population.

Due to the impact of the COVID-19 pandemic in the 2020-2021 school year, Delhi High School has moved to a robust distance learning model to ensure the health and safety of the school community. All students are provided with a computer, and when needed, assistance with internet connectivity at home. Instruction and outreach to all students occurs daily in a well structured schedule to ensure that we maintain high expectations, while at the same time providing the most possible support for the academic and social emotional needs of our students and their families.

Delhi High School is continuously finding new ways to support the community. One such addition is the implementation of Hazel Health on campus. Through this telemedicine service, students are able to be connected with a physician to diagnose conditions and prescribe over the counter medication at no cost to the student and their family.

Delhi High School has also created a school Mariachi band. Mariachi has created opportunities as an additional elective offering and has expanded our Music department. Delhi High School is the first school in Merced County to implement a Mariachi band. The Mariachi program has performed with professional bands in Merced County and is a source of tremendous pride for our school. In the 2020-2021 school year, our Mariachi group (Mariachi Gavilanes) was selected from hundreds of submissions to perform at this year's CSBA statewide conference.

Each year Delhi High School hosts large community events such as Homecoming and Winter Wonderland Parades. Our Spanish and Art Departments in conjunction with the district hosts an annual Dia De Los Muertos event. Leading up to Dia De Los Muertos, students create art and performance pieces to be shared with the Delhi community. This highly attended event also serves as an opportunity to communicate the district's LCAP measures and goals. Due to the impact of COVID-19 for 2020-2021, this event was hosted a virtual art gallery and silent auction.

Through Measure W, Delhi Unified School District has secured funding for a new 15,000 square foot Career Technical Education (CTE) building which is projected to be open for the start of the 2022-23 school year. The theme of the CTE building will be to support the district's agricultural programs.

In an effort to reach and support all students, Delhi High School has implemented an after school program, which we refer to as the SWAG Lab (Students With Aspirations and Goals). The after school program is a hub for all after school activities from content area tutoring to enrichment activities such as cooking, cosmetology, and dance classes. The implementation of the after school program has been paramount in increasing the engagement and success of all students. In the Spring of 2020, the Hawk Shop was completed which will connect our CTE business pathway and additional after school opportunities for students to connect to culinary and barista opportunities. The Hawk Shop serves as a full-service copy center throughout the school day, transforming into a coffee house and student drop-in study center afterschool.

In the Spring of 2019, Delhi High School secured its first CIF Sac Joaquin athletic championship in Coed Tennis. Delhi High School is extremely proud of our tennis program, as it also coordinates a local area youth program.

During the 2019-2020, school year, the Delhi Unified School District, through the Local Control Accountability Plan (LCAP), has increased security and supervision throughout the district. Of special note, the LCAP has purchased security drones that assist in the supervision of the Delhi Educational Park. Throughout the day, the drones are utilized for their cameras and as a deterrent to help to ensure safety on our campus.

Among the many activities and athletics on campus, academics is a priority for Delhi High School. The high school continues to add A-G approved courses, increase CTE enrollment, increase AP pass rates, increase English achievement on CAASPP, and increase re-classifications for English Learners.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	193
Grade 10	203
Grade 11	214
Grade 12	164
Total Enrollment	774

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.1
Asian	2.5
Filipino	0.1
Hispanic or Latino	88.8
Native Hawaiian or Pacific Islander	0.3
White	7.6
Two or More Races	0.3
Socioeconomically Disadvantaged	87.7
English Learners	14.6
Students with Disabilities	7.8
Foster Youth	0.4
Homeless	1.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	31	27	31	109
Without Full Credential	4	7	2	8
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	9-12 Study Sync - McGraw Hill 2020	Yes	0
Mathematics	9-12 Integrated Math I, II, III - Houghton Mifflin Harcourt 2015, 11 PreCalculus Graphical, Numerical and Algebraic - Pearson Prentice Hall 2007, 12 AP Calculus Graphical, Numerical, Algebraic Pearson Prentice Hall 2007	Yes	0
Science	Glencoe/McGraw Hill 2005; Biology Pearson Prentice Hall 2009	Yes	0
History-Social Science	9 World Geography Today - Sager/Helgren 2008, 10 Modern World History - McDougal Littell 2006, 11 The Americans - McDougal Littell 2006, 12 United States Government - Glencoe McGrawHill 2005, 11 AP American Pageant - McDougal Littell 2006 and 12 AP Government in Action - Longman Publishing 2009	Yes	0
Foreign Language	9-12 Sendas Literarias 1 - Pearson Prentice Hall 2005, 10-12 Sendas Literarias 2 Pearson Prentice Hall 2005, 9-12 En Espanol 1 McDougal Littell 2004 and 10-12 En Espanol 2 McDougal Littell 2004	Yes	0
Health	9-12 Health - Glencoe 2011	Yes	0

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

School Facility Conditions and Planned Improvements

Our campus is adequate for the size of our population. The Maintenance Lead at the site, services and maintains the facilities and schedule regular maintenance and custodial services to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning. All site inspections are conducted on a monthly basis by the Lead Maintenance of the site. Site facilities are evaluated using the Facility Inspection Tool (FIT) provided by the State of California Office of Public School Construction (OPSC). The overall ranking of this inspection rated the site in "Good" condition. The most recent evaluation of this site was performed in October 2019.

We will be adding LED lighting replacement for the pole lights at the football field parking lot Starting in December. We are also expanding some of the walking paths to classrooms with concrete around buildings J, K, Library, and Administration.

We are also fixing the Pool heat for PE use to expand pool use for PE

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Poor rating is because we have many of the window screens that are missing or torn. We have ordered the materials and will begin to replace all that are missing or torn.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	51	N/A	37	N/A	50	N/A
Mathematics (grades 3-8 and 11)	12	N/A	26	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	21	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

The DHS CTE Pathway Catalog shows the recommended course sequence for each of the CTE Pathways offered at our school and for the core academic subjects related to completing that pathway in concert with UC/CSU A-G eligibility. A career pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a specific career area. Career pathways are designed to promote the successful completion of academic and technical skills, prepare for postsecondary course work and vocational experiences related to the career in which they are interested. The CTE committee's primary representative is Dr. Cristian Miley, and the committee represents agricultural, agricultural mechanics, construction and welding, and veterinary industries. Courses offered at DHS are as follows:

AGRICULTURAL AND NATURAL RESOURCES - Delhi High School

BUSINESS AND FINANCE - Delhi High School

INFORMATION AND COMMUNICATION - Delhi High School

HEALTH SCIENCE AND MEDICAL TECHNOLOGY - Delhi High School

(ROP) PATIENT CARE - Merced County Regional Occupational Program (ROP)

PUBLIC SAFETY - Merced County ROP

AUTOMOTIVE TECHNOLOGY - Merced County ROP

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	419
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.48
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	39.02

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

The Delhi Unified School District LCAP Goal Area 1: is Parent Involvement. The goal states Delhi Unified School District will ensure active family and student involvement through (a) Research-based engagement practices; (b) family input in school decision making; (c) educational programs designed for families to empower them in supporting student achievement and success.

The current Delhi High School School Site Council encourages parental involvement through raffles, providing refreshments, and daycare for meetings. Members of the School Site Council also assist in personally contacting parents of our students and inviting to participate to engage with the campus.

During the 2018-2019 school year, Delhi High school accumulated, 1,853 documented instances of parental engagement. 2018-2019 parent involvement numbers will be utilized to establish a new baseline. During the 2017-2018 school year, Delhi High School accumulated 1,867 documented instances of parental engagement. This is a 57% increase in parental engagement. Data used to form the baseline of this goal stems from 2016-2017 parent sign-in sheets from school hosted events. The findings from the data revealed that there were 1,074 total parent signatures from parents who attended school events. Events included stakeholder meetings. Stakeholder meetings included district LCAP meetings, Report Card Nights, Back to School Night, School Site Council meetings, ELAC meetings, Breakfast with the Principal, and Coffee with the Counselors. Analysis reveals that not all parent engagement is being tracked. Parents engage at other events. For instance, athletic and Visual and Performing Arts events. The data reveals Parent Engagement can be improved in traditional stakeholder meetings and will now be tracked at all events. Due to the COVID-19 impact in the spring of 2019-20 as well as 2020-2021, many face to face opportunities for parent involvement have been shifted to virtual opportunities where possible.

Delhi High School is in its third year of implementation of a new digital parent engagement tool, entitled Parent Square. Parent Square is utilized by the administration, office staff, teachers, and coaches to post school announcements, class assignments, and make direct contact through messaging with parents. All notifications regarding organized parent involvement activities like Report Card Nights, Back to School Nights, School Site Council meetings, ELAC meetings, Breakfast with the Principal, Coffee with the Counselors, Athletic Events, and Visual and Performing Art Events are explicitly communicated through Parent Square email, text, phone call, and app functions.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.1	1.1	0.6	3	1.5	0.6	9.1	9.6	9
Graduation Rate	96	97.8	98.2	94.5	97.4	98.2	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.3	8.4	30.5	35.3	3.5	3.5
Expulsions	0.5	0.1	1.0	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.2	13.55	2.5
Expulsions	0.7	0.57	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

DHS and Delhi Unified School District (DUSD) have placed a great emphasis on campus safety and security. Safety drills are conducted regularly for Lockout, Lockdown, Evacuation, and Shelter in place. Visitors must check in at the front desk and receive proper authorization to be on campus.

Staff members supervise students at all times. The Comprehensive Safety Plan is revised by staff each year to address specific campus needs in order to ensure a safe and orderly learning environment. There is also a Student Handbook that outlines policies for sexual harassment, suspension and expulsion, and dress code. The Comprehensive Safety Plan was reviewed and approved by the Board of Trustees on April 14, 2020.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	26	11	17	6	23	14	17	8	24	10	20	7
Mathematics	25	10	12	5	22	13	17	3	23	10	18	5
Science	24	6	17	3	26	6	9	11	26	6	18	2
Social Science	24	13	12	6	24	13	6	12	23	11	11	6

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	351.8

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2
Other	3.1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,798	\$1,780	\$8,018	\$76,709
District	N/A	N/A	\$10,073	\$85,336
Percent Difference - School Site and District	N/A	N/A	-22.7	-10.6
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	3.4	1.3

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

Types of Services Funded (Fiscal Year 2019-2020)

State and federal funds are used to provide supplemental support to students in areas such as summer school, tutoring, child nutrition, targeted intervention programs for students with special needs and English language learners. The school site council has adopted goals, action plans, and expenditures to raise the academic performance of student groups not meeting state standards. The following services are provided from some of the categorical funding sources:

- Title I: Professional development, tutoring, support of the Single Plan for Student Achievement, services to English language learners;
- Title III: services to English language learners coordinated at a district wide level, along with supporting instructional aides for the Newcomer Program;
- Special Education (federal and state sources): services to students with special needs;
- National School Lunch and Breakfast Program: provide nutritious meals to students; and
- Lottery for textbooks, field trips, equipment replacement, and other one-time expenditures.

The Local Control Funding Formula (LCFF) is the school's main revenue source and provides 75% of district general fund revenues. School Districts receive funding based on student counts and the demographic profile of the students they serve. The LCFF combined funds from the previous categorical grant system and provided more local control of funds through the Local Control Accountability Plan to better address unique needs of local students. LCFF is calculated using grade span ADA that have differing grade span funding rates, plus supplemental and concentration grants that provide additional funding for the demographic student populations of low-income, ELS, foster youth and homeless youth. The LCFF funds regular education teachers along with instructional aides, site administrative support, custodial, maintenance, grounds, student transportation, and activities detailed in the 3-year Local Control Accountability Plan (LCAP).

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,836	\$47,145
Mid-Range Teacher Salary	\$74,682	\$74,952
Highest Teacher Salary	\$104,485	\$96,092
Average Principal Salary (Elementary)	\$117,540	\$116,716
Average Principal Salary (Middle)	\$117,540	\$120,813
Average Principal Salary (High)	\$129,471	\$131,905
Superintendent Salary	\$185,711	\$192,565
Percent of Budget for Teacher Salaries	35.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	5	N/A
All courses	12	16.4

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	35	53

2020-21 Two days were dedicated to staff development for teachers on Distance Learning Teaching.

2020-21 \$36,000 was spent continuing the development of impact teams and teacher clarity instructional strategies. This includes a total of 8 in person training days.

2020-21 \$9,000 was spent to provide access to the SEL platform IMAGO. This includes 2 days of PD with all teachers broken into smaller chunks throughout the course of the school year.

2019-20 \$32,000 was spent to begin developing the impact team PLC model and teacher clarity instructional strategy focus. This consisted of 8 days of direct instruction and development with defined teacher cohorts.

2019-20 \$9,000 was spent on consulting services with Dr. Jeffrey Sprague to provide PBIS training staff wide for 3 days.

2019-20, \$75,900 was spent to bring in on-site consulting services from Dataworks Educational to work directly with teachers to improve teaching techniques in Math. This included 4 days of direct support to departments in planning their frameworks.

2018-19, \$268,000 was spent to bring in on-site consulting services from Dataworks Educational to work directly with teachers to improve teaching techniques in Math.