# SARC 2017-18

## SCHOOL ACCOUNTABILITY REPORT CARD

**PUBLISHED DURING 2018-19**

## Delhi High

Address: 16881 West Schendel Ave. Delhi, CA 95315
Principal: Brett Nickelson, Principal
Phone: (209) 656-2050
Email: bnickelson@delhiusd.org
Web Site: www.delhi.k12.ca.us/
CDS Code: 24753662430114

## Delhi Unified

Superintendent: Adolfo Melara
Phone: (209) 656-2000
Email: amelara@delhiusd.org
Web Site: www.delhi.k12.ca.us

SchoolCity.

## I   DATA AND ACCESS

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II   ABOUT THIS SCHOOL

### District Contact Information
### Most Recent Year

| | |
|---|---|
| District Name: | Delhi Unified |
| Phone Number: | (209) 656-2000 |
| Superintendent: | Adolfo Melara |
| E-mail Address: | amelara@delhiusd.org |
| Web Site: | www.delhi.k12.ca.us |

### School Contact Information
### Most Recent Year

| | |
|---|---|
| School Name: | Delhi High |
| Street: | 16881 West Schendel Ave. |
| City, State, Zip: | Delhi, CA 95315 |
| Phone Number: | (209) 656-2050 |
| Principal: | Brett Nickelson, Principal |
| E-mail Address: | bnickelson@delhiusd.org |
| Web Site: | www.delhi.k12.ca.us/ |
| County-District-School (CDS) Code: | 24753662430114 |

## School Description and Mission Statement (School Year 2018-19)

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 2,686 students. 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 2017-18 totaled 750 students. Of the 750 DHS students, 629 qualify for free and reduced meals. The free meal subsidy goes to students whose families earn less than $31,980 a year and the reduced price meal subsidy goes to students whose families earned less than $45,510 a year, (based on a family of four) for the 2017-18 school year.  Delhi High High School has adopted new programs and services in the 2017 -18 school year.

One such addition is the implementation of Hazel Health on campus.  Through this teladoc 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 has been the first school in Merced County to implement a Mariachi band.

Each year Delhi High School hosts large community events such as the Homecoming and Winter Wonderland Parades.  Our Spanish and Art Departments in conjunction with the district host 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.

Through Measure W, Delhi High High School has secured funding for a new 15,000 square foot CTE building which should be completed by the 2020-21 school year.

## Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 223 |
| Grade 10 | 169 |
| Grade 11 | 170 |
| Grade 12 | 188 |
| Total Enrollment | 750 |

## Student Enrollment by Student Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 0.25% |
| American Indian or Alaska Native | 0% |
| Asian | 2.5% |
| Filipino | 0% |
| Hispanic or Latino | 89.6% |
| Native Hawaiian/Pacific Islander | 0.25% |
| White | 7.1% |
| Two or More Races | 0.25% |
| Socioeconomically Disadvantaged | 87.6% |
| English Learners | 11.5% |
| Students with Disabilities | 11.5% |
| Foster Youth | 1.1% |

## 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 2016-17 | School 2017-18 | School 2018-19 | District 2018-19 |
|---|---|---|---|---|
| With Full Credential | 41 | 35 | 31 | 118 |
| Without Full Credential | 2 | 2 | 4 | 6 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 1 | 1 |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 1 | 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 Instructional Materials (School Year 2018-19)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: August 2018

| Subject | Textbooks and instructional materials/year of adoption | From most recent adoption? | % Students lacking own assigned copy |
|---|---|---|---|
| Reading/Language Arts | 9-11 MyPerspectives - Pearson 2017 and 12 Expository Reading and Writing Course - California State University - CSU 2015 and 12 AP The Reader's Choice British Literature - Gencoe/McGraw-Hill 2002 | 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; Pearson General Science Prentice Hall 2004 and 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 McGraw Hill 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% |
| Visual and Performing Arts | N/A | N/A | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | 0% |

## 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 "Fair" condition. The most recent evaluation of this site was performed in December 2018.

We will be doing a lighting upgrade to the site starting this summer, going from regular lights to LED through out the site.

We are looking a contractor to bid and replace the outdated fire alarm system that has failed.

## School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: December 2018

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | ✓ | - | - | |
| Interior: Interior Surfaces | - | ✓ | - | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | ✓ | - | - | |
| Electrical: Electrical | - | ✓ | - | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | ✓ | - | - | |
| Safety: Fire Safety, Hazardous Materials | - | - | ✓ | |
| Structural: Structural Damage, Roofs | ✓ | - | - | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | ✓ | - | - | |

## Overall Facility Rate

Month and year in which data were collected: December 2018

| | Exemplary | Good | Fair | Poor |
|---|---|---|---|---|
| Overall Rating | - | - | ✓ | - |

## 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

| Subject | Percent of Students Meeting or Exceeding the State Standard | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/ Literacy (grades 3-8 and 11) | 58% | 47% | 35% | 36% | 48% | 50% |
| Mathematics (grades 3-8 and 11) | 13% | 11% | 23% | 24% | 37% | 38% |

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 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 171 | 164 | 95.91% | 46.95% |
| Male | 91 | 85 | 93.41% | 43.53% |
| Female | 80 | 79 | 98.75% | 50.63% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | 148 | 142 | 95.95% | 44.37% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 11 | 10 | 90.91% | 40.00% |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 143 | 137 | 95.80% | 48.18% |
| English Learners | 50 | 46 | 92.00% | 15.22% |
| Students with Disabilities | 22 | 22 | 100.00% | 13.64% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

NOTE: ELA 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.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Test Results in Mathematics by Student Group
## Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 171 | 170 | 99.42% | 10.59% |
| Male | 91 | 90 | 98.90% | 11.11% |
| Female | 80 | 80 | 100.00% | 10.00% |
| Black or African American | – | – | – | – |
| American Indian or Alaska Native | | | | |
| Asian | – | – | – | – |
| Filipino | | | | |
| Hispanic or Latino | 148 | 147 | 99.32% | 8.16% |
| Native Hawaiian or Pacific Islander | – | – | – | – |
| White | 11 | 11 | 100.00% | 9.09% |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 143 | 142 | 99.30% | 9.15% |
| English Learners | 50 | 49 | 98.00% | 2.04% |
| Students with Disabilities | 22 | 22 | 100.00% | 0.00% |
| Students Receiving Migrant Education Services | – | – | – | – |
| Foster Youth | – | – | – | – |

NOTE:　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.

NOTE:　Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Test Results in Science for All Students
## Grades Five, Eight, and High School

| Subject | Percent of Students Meeting or Exceeding the State Standard | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

NOTE:   The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

NOTE:   Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education (CTE) Programs (School Year 2017-18)

Delhi Unified School District established a Medical Academy Pathway in 2012. The Medical pathway begins at the Middle School with a pipeline program, Junior Academy of Medical Science (JAMS). This program is a CTE Health Pathway for qualified and motivated seventh and eighth grade students. Students participate in a competitive application process which includes a personal statement essay and two letters of recommendation. Once students are selected they are provided with two years of leadership, science and health related opportunities. Students also attend workshops, enrichment field trips and they develop academic, social and leadership skills. Eighth grade JAMS students transfer to the Delhi Medical Academy of Science at the high school. DMAS is a four year CTE medical pathway in which students take both ROP/CTE and rigorous academic courses. During the 2017-2018 academic school year 27 students graduated from the DMAS academy. DMAS graduate students are currently attending  UCLA, UC Irvine, UC San Diego,UC Merced, CSU Stanislaus, CSU Fresno and Merced College. Two students were accepted to the UCLA School of Nursing program which is a very competitive program that only admits 40 students a year. Delhi Unified has a close partnership with CSU Stanislaus. Through this partnership DMAS students attend two science labs a year, and a student and parent workshop. During the workshop both students and parents have the opportunity to have a real college experience. Students do labs that directly correlate with their science course of study.

Delhi High School currently has a partnership with Merced County Office of Education (MCOE) Regional Occupational Program (ROP). The ROP and science instructors work together to prepare the students for a career in the medical field. Courses offered through ROP are: Health Careers, Sports Medicine, ROP Medical Technology, and Medical Office Administration. Students participating in the medical career courses for ROP also have the opportunity to receive 2+2 credit at Merced Community College upon passing the exam. Delhi High School has built a strong partnership with the Allied Health department at Merced College. Through this partnership Delhi Medical Academy of Science students (DMAS) have the opportunity to enroll in the Certified Nurse Assistant Program at Merced College and receive 6 college units along with a CNA certification. A total of 20 DMAS students graduated from the Certified Nursing Assistant Program.

Delhi High School also offers pathways in the different industry sectors. In the Agriculture Pathway students take Introduction to Agriculture,  Agricultural Science, Veterinary Science, Farm Management, and Floriculture. The Introduction to Agriculture course is offered at the middle school and students are able to participate in different FFA activities which include leadership opportunities, competitions, community service hours and enrichment field trips. FFA students attended the Greenhand Leadership Conference, Farm 2 U event, Merced/Mariposa Section Speaking contest, UC Davis FIeld Day, State FFA Conference , the CATA Summer Conference and they competed in the Merced Fair.

In the Business Pathway students take Accounting and Entrepreneurship and are eligible to join FBLA. In this Career Technical Student Organization students attend leadership conferences and compete in both section and state conferences. During the 2017-2018 academic school year fifteen students  qualified to compete in the state competition. In the Entrepreneurship capstone course students designed a business plan for a new Reprographics and coffee shop. This will be a student run business which will provide multiple work-based learning opportunities for students. In the CTE business occupations class students assess and repair chromebooks for both Delhi Middle School and Delhi High School. Merced School Employees Federal Credit  Union partnered with Delhi Unified and opened up a student run bank branch. This branch has been in operation since October 2017 and it is the only financial institution in the community of Delhi.

The Public Safety Academy offers Basic Law, Intro to Law, Concepts of Law, and Forensics. Students enrolled in this academy participate in the Mock Trial Competition. In preparation for this competition students work for two months with Merced County District Attorneys and they practiced both the plaintiff and the defendant roles. This competition took place at the Merced County Courthouse. PSA students also hosted an informational interview event and invited local Public safety officials. During this event they practiced interviewing skills, soft skills and they explored different careers. Students enrolled in this pathway also get an opportunity to do work based learning opportunities by helping out campus security after-school.

In Partnership with Merced County Office of Education, Delhi High School added  the Manufacturing Technology 1 & 2 and Automotive Technology 1 and 2 pathways. These course are offered off campus at the Castle Air Force Base in Atwater.

## Career Technical Education (CTE) Participation (School Year 2017-18)

| Measure | CTE Program Participation |
|---|---|
| Number of pupils participating in CTE | 256 |
| Percent of pupils completing a CTE program and earning a high school diploma | 100% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 14% |

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.07% |
| 2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission | 40.12% |

### 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 area of physical education.

## California Physical Fitness Test Results (School Year 2017-18)

| 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 | | | |
| 7 | | | |
| 9 | 16.80% | 23.90% | 19.90% |

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.

## 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 2018-19)

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.

Delhi High School SPSA goal for Parent Involvement states that Delhi High School will increase parent involvement 2.5% – 5% from base year 2016-2017 across two years. Data used to form 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, Seasonal Sports Parent Informational Meetings, ELAC meetings, Breakfast with the Principal, and Coffee with the Counselors.  Analysis reveals that not all parent engagement is being tracked.

Delhi High School is in its second year of implementation of a new digital parent engagement tool, entitled Parent Square.  Parent Square is utilized by 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 | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 1.9% | 1.2% | 1.1% | 5.4% | 3.0% | 3.0% | 10.7% | 9.7% | 9.1% |
| Graduation Rate | 94.8% | 98.2% | 96.0% | 91.4% | 95.1% | 94.5% | 82.3% | 83.8% | 82.7% |

## Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

| Student Group | School | District | State |
|---|---|---|---|
| All Students | 97.09 | 100.00 | 88.72 |
| Black or African American | 66.67 | 66.67 | 82.15 |
| American Indian or Alaska Native | .00 | .00 | 82.81 |
| Asian | 100.00 | 100.00 | 94.93 |
| Filipino | .00 | .00 | 93.45 |
| Hispanic or Latino | 98.66 | 100.00 | 86.54 |
| Native Hawaiian/Pacific Islander | .00 | .00 | 88.56 |
| White | 91.67 | 100.00 | 92.12 |
| Two or More Races | .00 | .00 | 91.15 |
| Socioeconomically Disadvantaged | 100.00 | 100.00 | 88.64 |
| English Learners | 30.77 | 57.14 | 56.74 |
| Students with Disabilities | 70.59 | 90.91 | 67.12 |
| Foster Youth | .00 | .00 | 74.08 |

## 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

| Rate* | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 7.22 | 8.16 | 8.27 | 5.87 | 5.78 | 5.90 | 3.65 | 3.65 | 3.51 |
| Expulsions | 0.13 | 0.13 | 0.50 | 0.03 | 0.14 | 0.22 | 0.09 | 0.09 | 0.08 |

## School Safety Plan – (School Year 2018-19)

DHS and our Delhi Unified School District (DUSD) have placed a great emphasis on campus safety and security. Fire drills are held monthly and disaster drills are conducted yearly. A disaster preparedness plan includes steps for ensuring student and staff safety. 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 particular campus needs in order to ensure a safe and orderly learning environment. Components of the Safety Plan include the following: child abuse reporting procedures, teacher notification of inappropriate student behavior procedures, disaster response procedures, sexual harassment policy, suspension and expulsion policies, and dress code policies,  and was reviewed and approved by the Board of Trustees on April 10, 2018.

## D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2015-16 Number of Classes* | | |
|---|---|---|---|---|
| | | 1-22 | 23-32 | 33+ |
| English | 16 | 52 | 3 | |
| Mathematics | 16 | 17 | 2 | |
| Science | 29 | 3 | 18 | 4 |
| Social Science | 28 | 5 | 15 | 7 |

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

### Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2016-17 Number of Classes* | | |
|---|---|---|---|---|
| | | 1-22 | 23-32 | 33+ |
| English | 26 | 8 | 20 | 4 |
| Mathematics | 23 | 2 | 4 | |
| Science | 26 | 3 | 19 | 2 |
| Social Science | 27 | 5 | 11 | 9 |

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

### Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2017-18 Number of Classes* | | |
|---|---|---|---|---|
| | | 1-22 | 23-32 | 33+ |
| English | 26.3 | 8 | 17 | 5 |
| Mathematics | 25.4 | 6 | 7 | 5 |
| Science | 26.4 | 1 | 9 | 2 |
| Social Science | 25.5 | 3 | 12 | 3 |

\* 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.

## Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 2 | 374 |
| Counselor (Social/Behavioral or Career Development | .5 | N/A |
| Library Media Teacher (Librarian) | .20 | N/A |
| Library Media Services Staff (Paraprofessional) | .37 | N/A |
| Psychologist | .50 | N/A |
| Social Worker | - | N/A |
| Nurse | .20 | N/A |
| Speech/Language/Hearing Specialist | .20 | N/A |
| Resource Specialist (non - teaching) | - | N/A |
| Other | - | N/A |

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

* 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 2016-17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | | | | |
| District | N/A | N/A | $8110 | $79145 |
| Percent Difference – School Site and District | N/A | N/A | | |
| State | N/A | N/A | $7125 | $71392 |
| Percent Difference – School Site and State | N/A | N/A | | |

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

## Types of Services Funded (Fiscal Year 2017-18)

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: summer school, tutoring, support of the Single Plan for Student Achievement, services to English language learners, and teacher professional development;

- Title III: services to English language learners coordinated at a district wide level;

- 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, libraries, equipment replacement, and other one-time expenditures.

The Local Control Funding Formula (LCFF) is the school's main revenue source and provides 81% of district general fund revenues. LEAs receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students than under the previous categorical grant system. The LCFF creates funding targets based on student counts and demographics, and the target is projected to be reached in the 2018-19 school year. The LCFF funding target is calculated using grade span ADA and 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).

The Teacher Incentive Fund Grant pays for teacher performance incentives, teacher coaching, educational support, and professional development.  This represents the last year of the grant.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $53238 | $45681 |
| Mid-Range Teacher Salary | $72507 | $70601 |
| Highest Teacher Salary | $101442 | $89337 |
| Average Principal Salary (Elementary) | $114362 | $110053 |
| Average Principal Salary (Middle) | $114362 | $115224 |
| Average Principal Salary (High) | $125838 | $124876 |
| Superintendent Salary | $178500 | $182466 |
| Percent of Budget for Teacher Salaries | 38% | 33% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

NOTE:   For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at
http://www.cde.ca.gov/ds/fd/cs/.

## Advanced Placement (AP) Courses (School Year 2017-18)

| Subjects | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | 0 | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 1 | N/A |
| Science | 1 | N/A |
| Social Science | 2 | N/A |
| All courses | 8 | 13.2% |

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


**\*** Where there are student course enrollments.


## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Delhi High School will increase the quality and quantity of verbal and written engagement each student experiences, through targeted instruction and structured accountable responses.  Student achievement data on CAASPP, current EL data pertaining to Long Term English Learners (LTELS), individual student reading assessments, AP enrollment and pass rate, and SAT and ACT achievement were utilized to determine need for staff development in engagement strategies.

Staff Development at the site level is orchestrated by site administration through  collaboration times weekly. The site is also providing supplemental support through instruction and curriculum to the Math department.  This supplemental support has included teacher workshops on engagement strategies, lesson development, and teacher lesson demonstrations.  Supplemental instructional support is currently being implemented site wide. Instructional support focuses on the best practices in lesson design and lesson delivery.  Professional Development has been delivered in the form of large group workshops, small group lesson design, small group lesson delivery, individual practice with lesson design, and individual lesson delivery.

Teachers are supported through implementation through in class coaching and feedback provided by site and district administration.  Feedback has been given in real time, and also documented and emailed, and via scheduled post observation collaborations. Teachers are also supported by district instructional coaches.  Student achievement in literacy, current grades, English Learner achievement scores, and special needs data is also provided to staff during collaboration time to facilitate instructional decision making by teachers.