

SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20



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



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 2019-20)

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 2,581 students for the 2018-2019 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 2018-2019 totaled 769 students. Of the 769 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 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 sense of pride for our school.

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.

Through Measure W, Delhi Unified School District has secured funding for a new 15,000 square foot CTE building which should be completed by the 2020-21 school year. In conjunction with the CTE facility, Measure W will also be funding a community based health clinic on our campus; as well as, upgrading our farm facilities to better serve our Agriculture students.

In an effort to reach and support all students, Delhi High School has implemented an after school program. The after school program is a hub for all after school action 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 2019, Delhi High School secures 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 youth program.

During the 2019-2020, school year, the Delhi Unified School District, through the 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 rate, increase English achievement on CAASPP, and increase re-designation classifications for English Learners.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	205
Grade 10	228
Grade 11	169
Grade 12	167
Total Enrollment	769

Student Enrollment by Student Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5%
American Indian or Alaska Native	
Asian	3.3%
Filipino	
Hispanic or Latino	87.4%
Native Hawaiian/Pacific Islander	0.4%
White	7.9%
Two or More Races	0.1%
Socioeconomically Disadvantaged	85.7%
English Learners	15.2%
Students with Disabilities	10.7%
Foster Youth	0.9%
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35	31	27	112
Without Full Credential	2	4	7	16
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 2019-20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and other 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%

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 2020

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

Year and month of the most recent FIT report: October 2019

	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	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	47%	51%	36%	37%	50%	50%
Mathematics (grades 3-8 and 11)	11%	12%	24%	26%	38%	39%

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	161	97.58%	2.42%	50.93%
Male	93	91	97.85%	2.15%	47.25%
Female	72	70	97.22%	2.78%	55.71%
Black or African American	—	—	—	—	—
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	149	145	97.32%	2.68%	53.10%
Native Hawaiian or Pacific Islander	—	—	—	—	—
White	11	11	100.00%	0.00%	27.27%
Two or More Races	—	—	—	—	—
Socioeconomically Disadvantaged	151	148	98.01%	1.99%	50.00%
English Learners	41	37	90.24%	9.76%	21.62%
Students with Disabilities	16	16	100.00%	0.00%	18.75%
Students Receiving Migrant Education Services	—	—	—	—	—
Foster Youth	—	—	—	—	—
Homeless	—	—	—	—	—

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	165	100.00%	0.00%	11.52%
Male	93	93	100.00%	0.00%	13.98%
Female	72	72	100.00%	0.00%	8.33%
Black or African American	—	—	—	—	—
American Indian or Alaska Native					
Asian	—	—	—	—	—
Filipino					
Hispanic or Latino	149	149	100.00%	0.00%	11.41%
Native Hawaiian or Pacific Islander					
White	11	11	100.00%	0.00%	9.09%
Two or More Races					
Socioeconomically Disadvantaged	151	151	100.00%	0.00%	11.92%
English Learners	41	41	100.00%	0.00%	2.44%
Students with Disabilities	16	16	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services	—	—	—	—	—
Foster Youth	—	—	—	—	—
Homeless					

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018-19)

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 2018-19)

Measure	CTE Program Participation
Number of pupils participating in CTE	326
Percent of pupils completing a CTE program and earning a high school diploma	100.0%
Percent of CTE courses 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.61%
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	39.34%

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 2018-19)

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	22.70%	17.10%	20.40%

NOTE: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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 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 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.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Dropout Rate	1.2%	1.1%	1.1%	3.0%	3.0%	1.5%	9.7%	9.1%	9.6%
Graduation Rate	98.2%	96.0%	97.8%	95.1%	94.5%	97.4%	83.8%	82.7%	83.0%

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <http://www.cde.ca.gov/ta/ac/sa/>.

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	8.2	8.3	8.4	5.8	5.9	6.8	3.6	3.5	3.5
Expulsions	0.1	0.5	0.1	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. 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. Components of the Safety Plan include the following: 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 June 11, 2019.

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	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	11	17	6
Mathematics	25	10	12	5
Science	24	6	17	3
Social Science	24	13	12	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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2018-19 Number of Classes*		
		1-22	23-32	33+
English	23	14	17	8
Mathematics	22	13	17	3
Science	26	6	9	11
Social Science	24	13	6	12

* 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 Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	349.5

* 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 2018–19)

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)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.9

* 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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,745	\$1,782	\$7,962	\$73,134
District	N/A	N/A	\$7,855	\$81,733
Percent Difference – School Site and District	N/A	N/A	1.35%	11.11%
State	N/A	N/A	\$7,506.64	\$72,949
Percent Difference – School Site and State	N/A	N/A	5.90%	0.25%

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

Types of Services Funded (Fiscal Year 2018-19)

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;
- 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 82% 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 is based on student counts and demographics. 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 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,238	\$46,208
Mid-Range Teacher Salary	\$72,507	\$72,218
Highest Teacher Salary	\$101,442	\$92,742
Average Principal Salary (Elementary)	\$114,362	\$134,864
Average Principal Salary (Middle)	\$114,362	\$118,220
Average Principal Salary (High)	\$125,838	\$127,356
Superintendent Salary	\$178,500	\$186,823
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

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 2018-19)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

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	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All courses	9	12.2%

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

* Where there are student course enrollments.

Professional Development

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			