

Delhi High School, Delhi Unified School District

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

2022-23 School Contact Information

School Name	Delhi High School, Delhi Unified School District
Street	16881 West Schendel Road
City, State, Zip	Delhi, California 95315
Phone Number	209-656-2050
Principal	Ed Taylor
Email Address	etaylor@delhiusd.org
School Website	https://www.delhi.k12.ca.us/o/delhi-hs
County-District-School (CDS) Code	24753662430114

2022-23 District Contact Information

District Name	Delhi Unified School District
Phone Number	(209) 656-2000
Superintendent	Jose Miguel Kubes
Email Address	jkubes@delhiusd.org
District Website Address	www.delhi.k12.ca.us

2022-23 School Overview

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 2,452 students for the 2021-22 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 2021-22 totaled 784 students. Of the 784 DHS students, 620 qualify for free and reduced meals (79%), 166 are english learners (21%), 12 students qualify as homeless (1.5%), and approximately 75 students qualify for special education services (9.5%). For the purposes of the Local Control Funding Formula, the unduplicated student count is 84% of the school population.

We were tremendously excited in the 2021-2022 school year to return to in person instruction, along with putting in place a robust independent study program that followed the requirements specified by AB130 for the 2021-2022 school year. The COVID-19 pandemic has created a myriad of challenges for all of us in education, but our staff and students have truly met the moment and our scholastic performance has steadily improved as the year has marched on. Delhi High School is continuously finding new ways to support the community. One such addition is the implementation of Hazel Health on campus, to include the "Hazel Heart" counseling service in 2021-2022. 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. In the 2020-2021 school year, Delhi High School also added the first school based "People's Fridge" in Merced County, which takes in donations from local vendors for produce and other food items, and makes them available to be picked up during specific hours at no cost to our school community. Another exciting community support venture is our Helping Hawks/Reading Hawks student club. This club, with the support of a staff advisor, helps to support clothing and food drives for the homeless, and in 2020-2021 they started an after school virtual reading club that gave our high school students the opportunity to read to our K-2nd grade students at various times afterschool throughout the week. This club has continued and expanded its outreach in 2022-2023. Delhi High School has also created a school Mariachi band and added additional

2022-23 School Overview

offerings in 2021-2022 of Banda and Rock Band . These music classes have created opportunities as an additional elective offerings 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 the 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. In 2021-2022 the event returned as an outdoor, in person event, and it included performances from all of our music groups and had a tremendous turnout from the community, raising thousands of dollars for scholarships to be awarded to eligible Delhi senior high school students.

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 2023-24 school year. The theme of the CTE building will be to support the district's agricultural programs and to add agricultural mechanics and welding. Our Agriculture program also added a slew of new facilities in 2021-2022 in order to provide our students with exciting hands on experiences with a variety of animals. A rabbit and chicken barn was added, as well as a chicken coop for laying hens, and a shade and pen structure for goats and lambs to allow students to maintain the animals that they will show at the Merced County Fair in 2021-2022. Additionally, our FFA students will be attending the Ag World Expo in Tulare in 2021-2022, where they get to see the massive impact that this industry has on the world. 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, creative club, gaming, and dance classes. The implementation of the after school program has been paramount in increasing the engagement and success of all students, and most recently it has become the home of our E-Sports program that started in 2020-2021 and is seeing an expansion in 2021-2022. Students are provided with state of the art gaming laptops and are placed into teams that compete in CIF sanctioned E-Sports for a variety of current video games. In the Spring of 2020, the Hawk Shop program was enacted which will connect our CTE business pathway to an opportunity to promote and expand our copy center as a business here on site. Among the many activities and athletic teams on campus, academics is always 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. Additionally, in 2020-2021 Delhi High School had a significant jump in students awarded the Seal of Biliteracy and the Golden State Merit Seal on their diplomas, a trend which we anticipate will continue in 2021-2022. Our Delhi Medical Academy of Science program, DMAS, continues to be one of the premier medical academies in Merced County and our students have the opportunity to leave high school with CNA certification. Also, we have increased opportunities for our AP students to connect field trips to in class learning, as our AP US History students were able to enjoy a trip to San Jose to see the Broadway play Hamilton in 2021-2022. Our athletic programs have seen a tremendous increase in competitive success in the 2021-2022 school year with our football team making the CIF playoffs, and our boys soccer program and our wrestling programs vying for league titles in their respective sports. Currently we offer football, girls volleyball, cross country, boys and girls soccer, boys and girls basketball, wrestling, baseball, softball, boys and girls tennis, and track and field.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	191
Grade 10	219
Grade 11	189
Grade 12	180
Total Enrollment	779

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.5
Asian	2.3
Black or African American	0.1
Filipino	0.1
Hispanic or Latino	91.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.3
White	3.7
English Learners	21.1
Foster Youth	0.9
Homeless	1.5
Migrant	2.2
Socioeconomically Disadvantaged	82.7
Students with Disabilities	10.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.70	88.18	97.10	90.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	2.26	1.60	1.55	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.90	1.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.60	1.00	0.98	12115.80	4.41
Unknown	1.70	5.93	5.30	5.01	18854.30	6.86
Total Teaching Positions	29.10	100.00	107.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.00	
Total Out-of-Field Teachers	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023	
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, 12 AP Calculus Graphical, Numerical, Algebraic Pearson Prentice Hall 2007, 9-12 Algebra 1 - Math New York 2012	Yes	0
Science	Earth Science; Geology, the Environment & the Universe, Glencoe/McGraw-Hill. 2005, Biology: The Dynamics of Life, Glencoe/McGraw-Hill, 2005, Chemistry, Pearson, 2017, Biology (AP), Pearson Prentice Hall, 2009, General Science, Pearson Prentice Hall, 2004	Yes	0
History-Social Science	Geography: The Human and Physical World, McGraw Hill, 2018, World History, Culture, & Geography: The Modern World, McGraw Hill, 2019, United States History & Geography: Continuity & Change, McGraw Hill, 2019, Principles of Economics & Principles of American Democracy, McGraw Hill, 2019, Brinkley, American history: Connecting with the Past, McGraw Hill, 2017, Harrison, American Democracy Now, McGraw Hill, 2022	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

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 "Poor" condition. The most recent evaluation of this site was performed in January 2023.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Refer to FIT report for details.
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		
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Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	34	N/A	47
Mathematics (grades 3-8 and 11)	N/A	8	N/A	19	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	187	184	98.40	1.60	53.55
Female	104	102	98.08	1.92	59.41
Male	83	82	98.80	1.20	46.34
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	169	168	99.41	0.59	55.09
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	31	93.94	6.06	6.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	154	98.72	1.28	52.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	20.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	187	184	98.40	1.60	7.65
Female	104	102	98.08	1.92	8.82
Male	83	82	98.80	1.20	6.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	169	166	98.22	1.78	7.88
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	32	96.97	3.03	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	154	98.72	1.28	6.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	5.97	11.76	6.19	11.8	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	170	95.51	4.49	11.76
Female	74	70	94.59	5.41	7.14
Male	104	100	96.15	3.85	15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	159	151	94.97	5.03	12.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100	0	0
English Learners	11	11	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	132	94.29	5.71	9.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100	0	0

2021-22 Career Technical Education Programs

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. Principal Ed Taylor is the primary representative for the district's CTE advisory committee. Courses offered at DHS are as follows:

AGRICULTURAL AND NATURAL RESOURCES

BUSINESS AND FINANCE

HEALTH SCIENCE AND MEDICAL TECHNOLOGY

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

AUTOMOTIVE TECHNOLOGY - through Merced County ROP

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	410
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.87
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	51.31

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98.3	96.1	96.6	97.2	96.6

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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.

SSC, LCAP Festival, Coffee with the counselors, Hours, Back to School Night, Report Card nights, sporting events and vasa (ed park. is like a community center), ELAC, steering committees, Merced College night

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.

Our Local Educational Agency's major goal is to improve community relations. Parents are the largest stakeholder group in the greater Delhi community. Increased parental involvement at Delhi High School will translate to improved community relations with the LEA. 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, 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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.6	1.6		0.6	1.6		8.9	7.8
Graduation Rate		98.8	97.8		98.8	97.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	185	181	97.8
Female	77	75	97.4
Male	108	106	98.1
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	164	162	98.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	14	12	85.7
English Learners	25	24	96.0
Foster Youth	0	0	0.0
Homeless	12	11	91.7
Socioeconomically Disadvantaged	171	167	97.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	21	20	95.2

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	838	811	276	34.0
Female	408	393	131	33.3
Male	430	418	145	34.7
American Indian or Alaska Native	3	3	1	33.3
Asian	19	19	4	21.1
Black or African American	1	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	765	742	259	34.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	2	2	1	50.0
White	35	31	10	32.3
English Learners	203	191	78	40.8
Foster Youth	8	7	1	14.3
Homeless	12	12	4	33.3
Socioeconomically Disadvantaged	706	686	229	33.4
Students Receiving Migrant Education Services	40	37	16	43.2
Students with Disabilities	86	82	37	45.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.16	3.04	2.45
Expulsions	0.86	0.29	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.48	6.44	0.42	4.36	0.20	3.17
Expulsions	0.00	0.36	0.00	0.19	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.44	0.36
Female	6.13	0.25
Male	6.74	0.47
American Indian or Alaska Native	0.00	0.00
Asian	5.26	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.54	0.26
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.71	2.86
English Learners	12.32	0.99
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.66	0.14
Students Receiving Migrant Education Services	15.00	0.00
Students with Disabilities	9.30	0.00

2022-23 School Safety Plan

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 received training this year on active shooters scenarios and how to react in the face of a campus threat.

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 Delhi High School SSC as well as our Board of trustees.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	10	20	7
Mathematics	23	10	18	5
Science	26	6	18	2
Social Science	23	11	11	6

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	15	11
Mathematics	21	15	12	9
Science	20	12	11	5
Social Science	23	12	7	11

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	21	13	12
Mathematics	17	29	10	4
Science	15	27	8	2
Social Science	20	20	12	10

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	410

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,856	\$1,253	\$9,603	\$79,207
District	N/A	N/A	\$11,776	\$92,617
Percent Difference - School Site and District	N/A	N/A	-20.3	-15.6
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	37.2	0.0

2021-22 Types of Services Funded

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, 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).

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,481	\$48,503
Mid-Range Teacher Salary	\$76,923	\$74,912
Highest Teacher Salary	\$107,620	\$100,321
Average Principal Salary (Elementary)	\$124,935	\$122,160
Average Principal Salary (Middle)	\$124,935	\$127,632
Average Principal Salary (High)	\$137,624	\$137,578
Superintendent Salary	\$197,020	\$198,665
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	2
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

2021-22 \$27,000 was spent continuing the development of impact teams and teacher clarity instructional strategies. This includes a total of 8 in person training days.

- 2021-22 Special Education Policies and Procedures
- 2021-22 ELLevation Professional Development
- 2021-22 Fall 2021 AeriesCon: Back to the Future
- 2021-22 Impact/Impacto SS Professional Development for Social Science
- 2021-22 Acellus overview, setup, and class assignment
- 2021-22 Special Education Professional Development
- 2021-22 Horton Impact Teams DHS Dr. Horton Core Collaborative
- 2021-22 Delhi BSST Training - MCOE
- 2021-22 NWEA- MAP Reading Fluency PD
- 2021-22 C.C.I.S Bootcamp
- 2021-22 California's Practitioner's Guide for Educating EL's

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	53	3	3