

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Delhi High

Address: 16881 West Schendel Ave. Delhi, CA 95315
Principal: Vincent Gonzalez
Phone: (209) 656-2050
Email: vgonzalez@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 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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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: Vincent Gonzalez
 E-mail Address: vgonzalez@delhiusd.org
 Web Site: www.delhi.k12.ca.us
 County-District-School
 (CDS) Code: 24753662430114

School Description and Mission Statement – Most Recent Year

Missions 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.

The Delhi learning community offers its students a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. It's been an exciting year at Delhi High School. Our administrative team and our energetic staff continue to strive for, and ensure, the success of all students. Since the first graduates in 2001 we have been sending students to colleges and universities of their choice by offering diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. As a school we are proud to foster a "College Going Culture"; thirty seven percent of our graduating seniors were eligible to attend a UC/CSU. We have many challenges in the upcoming year which include closing the achievement gap between our English Learner students and all students. Also, we will continue to develop Professional Learning Communities to better serve our students through teacher collaboration on curriculum and student achievement. In addition we understand that parents are vital to the success of all our endeavors, and we invite you to join us for a new year of growth and accomplishment. We continue to recognize the ever-increasing importance of digital technology in the lives of students worldwide, DHS aspires to provide each student with 1 on 1 device, so that they will have every advantage for college preparation and success. We continue with having our staff in Professional Learning Communities (PLC) and attend trainings in Math Common Core and English Common Core to close the gap. The staff demonstrates the ability to develop different paradigms for education that emphasizes the ability to apply learning to problem solve, to think critically, and to adapt to a changing world.

The instruction at Delhi High School features a rigorous common core curriculum and a series of electives leading to career vocational certification in health careers. The medical academy pathway is in its second year at the high school. For the 2015-2016 our school will offer the medical academy and add a new Public Safety Academy, and Business Academy. In addition to the academies the high school is starting an FFA program. Our students will be able to explore different career paths.

Major Achievements – Most Recent Year

Delhi continues to have the most students receive the California Multilingual Seal of Proficiency, the highest number of students in Merced County. Also nine students graduated with full honors from the California Scholastic Federation (CSF) at the 2013 DHS Graduation Ceremonies. Moreover DHS had 37% (58/157) of students qualify for admission to a CSU/UC college system and had a 99.4% graduation rate.

Parent participation is growing in the school committees. Parents participated in classes called the Family Literacy Project. The counselors instructed the classes to provide parents a better understanding in transitioning to high school and preparing for college. Parents are involved with the music program; traveling with the winter percussion team to competitions and supporting their students to championships. Parents are also involved in the Delhi Medical Academy; attending workshops at various universities and field trips. We have a great group of students and supportive parents.

Students had one-to-one devices and were exposed a different style of learning. Google classroom was new to teachers and students. Students are receiving the technology skills needed for 21st century. For the 2015-2016 school year more elective opportunities will be become available for our students through technology.

Focus for Improvement – Most Recent Year

Our Site Plan, the plan for student achievement, identifies the following goals:

We will provide math professional development to teachers to develop strong instructional strategies to better ensure our students' success.

We will develop math intervention courses (Math 180) to support students.

We will develop and maintain high-quality co-curricular and extracurricular programs.

We will continue to monitor these programs to promote fairness and opportunity.

Teachers will receive training to improve instruction in all subject areas. English Learners will be a priority and teachers will be provided professional development by Bonnie Bishop to address the needs of our EL students.

We will provide English intervention courses (Read 180) to support students.

We will provide Common Core training to support teachers.

We will provide support to teachers in all areas of the GAINS grant through professional development and collaboration time.

We will continue to meet with focus groups to complete the WASC self-review. Our staff development is intended to support teachers in achieving the instructional expectations of Delhi High School and to support our school motto: "Building successful futures one student at a time."

Homework – Most Recent Year

With the one-to-one devices and Jetpacks students have the opportunity to work on assignments via the Google Classrooms. Homework can be shared with the instructors rather than printing. Teachers have notes posted, study guides available, tutorial video links, and resources for students to have at their finger tips.

School Schedule – Most Recent Year

Regular Schedule

Periods/Lunch Time

Period 1 8:00-8:52

Period 2 8:56-9:46

Brunch 9:46-9:55

Period 3 9:59-10:49

Period 4 10:53-11:43

Lunch 11:43-12:23

Period 5 12:27-1:17

Period 6 1:21-2:11

Period 7 2:15-3:05

Wednesday Schedule

Periods/Lunch Time

Period 1 8:00-8:42

Period 2 8:46-9:26

Brunch 9:26-9:35

Period 3 9:39-10:19

Period 4 10:23-11:03

Lunch 11:03-11:43

Period 5 11:47-12:27

Period 6 12:31-1:11

Period 7 1:15-1:55

Rally Schedule

Periods/Lunch Time

Period 1 8:00-8:47

Period 2 8:51-9:36

Brunch 9:36-9:45

Period 3 9:49-10:34

Period 4 10:38-11:23

Lunch 11:23-12:03

Period 5 12:07-12:52

Period 6 12:56-1:41

Period 7 1:45-2:30

Rally 2:36-3:05

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	195
Grade 10	214
Grade 11	175
Grade 12	149
Total Enrollment	733

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4%
American Indian or Alaska Native	0%
Asian	4.1%
Filipino	0.4%
Hispanic or Latino	87.4%
Native Hawaiian/Pacific Islander	0.3%
White	7.1%
Two or More Races	0.3%
Socioeconomically Disadvantaged	86.4%
English Learners	11.7%
Students with Disabilities	11.3%
Foster Youth	0.7%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	26	35	41	145
Without Full Credential	5	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	5	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	5	0	0
Vacant Teacher Positions	0	1	7

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.

Leadership – Most Recent Year

Vincent Gonzalez has served a year as administrator of Delhi High School. The administration team consists of the principal and one associate principal. The high school has an athletic director and activities director. Teachers and administrators take part in the decision making at the high school. Each department meets weekly as a professional learning community. The principal works with the instructional leadership team to guide and provide trainings for the individual departments. Our School Site Council (SSC), which includes parent members, students, teachers, classified employee, and administrator play a key role in shaping our students educational experience. Our English Learner Advisory Committee (ELAC) includes parents and the administrator to help shape the English Learner program. In addition to the parent committees and instructional leadership team the high school also has an administrative team to keep the lines of communication open between our stakeholders on campus and within the district. The high school is the hub of the community and is growing, starting new traditions, and continuously building school culture.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	0%	0%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

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: June 2014

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned
---------	--	----------------------------	---------------------------------

			copy
Reading/Language Arts	Grade Level: 9th Subject: English Book: Elements of Literature Course 3 Publisher: Holt & Rhinehart Year: 2000 Grade Level: 10th Subject: English Book: The Reader's Choice Course 5 Publisher: Glencoe/McGraw-Hill Year: 2002 Grade Level: 11th Subject: English Book: Elements of Literature Course 5 Publisher: Holt & Rhinehart Year: 2000 Grade Level: 12th Subject: English Book: The Reader's Choice British Literature Publisher: Glencoe/McGraw-Hill Year: 2002	Yes	0%
Mathematics	Grade Level: 9th Subject: Math Book: Integrated Math I Publisher: Houghton Mifflin Harcourt Year: 2014 Grade Level: 9th-12th Subject: Math Book: Geometry Publisher: Prentice Hall Year: 2008 Grade Level: 9th-12th Subject: Math Book: Algebra 2 Publisher: Prentice Hall Year: 2008 Grade Level: 11th Subject: Math Book: PreCalculus Graphical, Numerical and Algebraic 2007 Publisher: Pearson Prentice Hall Year: 2007 Grade Level: 12th Subject: Math Book: AP Calculus Graphical, Numerical, Algebraic 2007 Publisher: Pearson Prentice Hall Year: 2007	Yes	0%
Science	Grade Level: 9th Subject Science Book: Earth Science; Geology, the Environment & the Universe Publisher: Glencoe/McGraw-Hill Year 2005 Grade Level: 10th-12th Subject: Science Book: Biology: The Dynamics of Life Publisher: Glencoe/McGraw-Hill Year: 2005 Grade Level: 10th-12th Subject: Science Book: Chemistry: Matter and Change Publisher: Glencoe/McGraw-Hill Year: 2005 Grade Level: 11th-12th Subject: Science Book: Biology (AP) Publisher: Pearson Prentice Hall Year: 2009 Grade Level: 12th Subject: Science Book: General Science Publisher: Pearson Prentice Hall Year: 2004	Yes	0%
	Grade Level: 9th Subject: Geog. Book: World Geography Today Publisher: Sager/Helgren Year: 2008 Grade Level: 10th Subject: History Book: Modern World History: Patterns of Interaction Publisher: McDougal Littell Year: 2006 Grade Level: 11th Subject: History Book: The Americans: Reconstruction		

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
History-Social Science	to the 21st Century Publisher: McDougal Littell Year: 2006 Grade Level: 12th Subject: Gov. Book: United States Government Publisher: Glencoe/McGraw-Hill Year: 2005 Grade Level: 11th Subject: AP History Book: American Pageant Publisher: McDougal Littell Year: 2006 Grade Level: 12th Subject: AP Gov. Book: Government in Action Publisher: Longman Publishing Year: 2009	Yes	0%
Foreign Language	Grade Level: 9th-12th Subject: Foreign Subject Book: Sendas Literarias 1, Espanol completo para Hispanohablantes Publisher: Pearson Prentice Hall Year: 2005 Grade Level: 10th Subject: Foreign Lang. Book: En Espanol 1 Publisher: McDougal Littell Year: 2004 Grade Level: 10th & 11th Subject: Foreign Lang. Book: Sendas Literarias 2, Espanol completo para Hispanohablantes Publisher: Pearson Prentice Hall Year: 2005 Grade Level: 10th-12th Subject: Foreign Lang. Book: En Espanol 2 Publisher: McDougal Littell Year 2004	Yes	0%
Health	Grade Level: 9th Grade Subject: Health Book: Health Publisher: Glencoe/McGraw-Hill Year: 2011	Yes	0%
Visual and Performing Arts	Grade Level: 9th-112th Subject: Music Book: Alfred's Group Piano for Adults Publisher: Alfred Year: 2008 Grade: 9th-12th Subject: Music Book: AP Music Theory: Harmony in Context Publisher: McGraw-Hill Year 2011	Yes	0%
Science Laboratory Equipment (grades 9-12)			

GATE – Most Recent Year

As of 2012-2013 DHS does not have a designated GATE program. Although GATE is not provided, students are assigned to classes in the areas in which they demonstrate advanced performance (academics, music, or the arts) in addition to completing their required coursework. They take AP courses to earn possible college credit depending on their scores on the AP exams, and they also engage in extracurricular clubs and activities. In 2013-2014 students will participate in academic competitions with other students throughout the county. Students also take advantage of the partnership between DHS and Merced Community College to enroll in college credit courses at night while they are completing their high school coursework.

Special Education – Most Recent Year

Students enrolled in our special education program meet daily with a special education teacher who provides instruction based on the student's Individualized Education Program (IEP). We also have a team of teachers, administrators, and counselors who meet with students' families to provide guidance. We offer ten sections of special classes, an expanded inclusion program and three Special Class Teachers (SCT), one Special Day Class (SDC), one Merced County class for severely handicapped students, and three study skill educational classes. Students enrolled in SC and SDC classes are required to learn the state standards and participate in the core curriculum.

English Learners – Most Recent Year

Our English Language Development (ELD) program is committed to supporting our students in their core academic subjects as well as to increasing their literacy skills. The ELD teacher work closely with mainstream (general education) teachers to ensure that students are completing their coursework. The ELD teacher has created an afterschool tutoring program for math, science, social studies, and the bilingual aides to provide tutoring. In addition, ELD students are offered lunchtime tutoring with the ELD teacher and aides. The ultimate goal is to have students reach the proficiency levels required to be reclassified into the mainstream program. The ELD teacher is Cross-cultural Language and Academic Development (CLAD) certified and regularly attends professional development opportunities to increase their skills in teaching this population of students.

School Facility Conditions and Planned Improvements – Most Recent Year

In 1998 Delhi High opened its doors with state of the art buildings and grounds to serve all our high school needs and special programs. Our facilities house 7th and 8th grade students from Schendel Elementary, a K-8 site in the Delhi Unified School District. Our campus is adequate for the size of our population. DHS provides a safe and secure campus for students, staff, and visitors. The school is currently comprised of 72 classrooms, one cafeteria, two gymnasiums, one library, one theater, one music/band room and four computer labs.

Maintenance and Repair Delhi High School's maintenance department ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms were fully functioning and in good working order. The most recent evaluation of this site was performed in September 2015. Cleaning Process and Schedule The principal works daily with custodians to ensure that the cleaning of the school is maintained to provide a clean and safe school. Custodial services maintain the facilities and schedule regular maintenance to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning.

School Facility Good Repair Status – Most Recent Year

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: September 2015

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
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 – Most Recent Year

Month and year in which data were collected: September 2015

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

Library – Most Recent Year

Located at the Delhi's Educational Park, the Library is a branch of the Merced County Library System and is open to all members of the community. We have a variety of services for students and public patrons. Merced County Libraries are part of the San Joaquin Valley Library System, which means we can check if other libraries have materials that you don't see on our shelf. Ask a Librarian for an item or use the Online Catalog, ValleyCat, and we can have items delivered to the Delhi Library for free. Adult, teen, and Children's books, CDs, DVDs, and Audio Books are available for check-out.

Computers – Most Recent Year

DHS has installed Wi-Fi throughout our campus, which enables students and staff to access programs to enhance classroom curriculum anywhere on campus. The library/media center and computer labs have been modernized and loaded with the most current and relevant programs for teacher and student use. The lab computers offer additional software that is utilized with the curriculum coursework for our Accounting, Digital Art and the K12 online elective courses. Teachers' classroom computers have the capability of running several programs to integrate technology in the classroom such as Mobis', Elmo document cameras, and LCD projectors. It is our goal to closely align the technology for all of our students to meet the needs of 21st century skills.

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], Science California Standards Tests); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	62%	35%	44%
Mathematics (grades 3-8 and 11)	20%	19%	33%

NOTE: Scores are not shown 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 - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	167	165	98.8%	15%	21%	36%	27%
Male	167	75	44.9%	17%	24%	33%	23%
Female	167	90	53.9%	13%	19%	38%	30%
Black or African American							
American Indian or Alaska Native							
Asian	167	7	4.2%	--	--	--	--
Filipino							
Hispanic or Latino	167	150	89.8%	16%	21%	37%	25%
Native Hawaiian or Pacific Islander							
White	167	8	4.8%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	167	151	90.4%	16%	23%	36%	25%
English Learners	167	15	9%	73%	20%	7%	0%
Students with Disabilities	167	24	14.4%	50%	38%	13%	0%
Students Receiving Migrant Education Services	167	1	0.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	167	166	99.4%	48%	31%	18%	2%
Male	167	76	45.5%	51%	30%	14%	3%
Female	167	90	53.9%	46%	32%	21%	1%
Black or African American							
American Indian or Alaska Native							
Asian	167	7	4.2%	--	--	--	--
Filipino							
Hispanic or Latino	167	151	90.4%	50%	31%	18%	1%
Native Hawaiian or Pacific Islander							
White	167	8	4.8%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	167	151	90.4%	49%	32%	17%	2%
English Learners	167	16	9.6%	75%	25%	0%	0%
Students with Disabilities	167	24	14.4%	96%	4%	0%	0%
Students Receiving Migrant Education Services	167	1	0.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	22%	54%	44%	36%	47%	42%	59%	60%	56%

NOTE: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42%	Native Hawaiian or Pacific Islander	
All Students at the School	44%	White	72%
Male	54%	Two or More Races	
Female	32%	Socioeconomically Disadvantaged	43%
Black or African American	–	English Learners	0%
American Indian or Alaska Native		Students with Disabilities	–
Asian	–	Students Receiving Migrant Education Services	
Filipino		Foster Youth	–
Hispanic or Latino	40%		

NOTE: Scores are not shown 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.

Other Measures of Student Achievement – Most Recent Year

Our teachers evaluate students' skills using oral discussion and questioning, daily written work, written tests, and project-based evaluations. They assess English Learners the same way, although they provide extra assistance to these students if needed. The assessment and accountability component is also based on the standards. In the assessment area we take into consideration multiple indicators such as teacher's grades on standards based tests and using school-based Data-Driven (Data Driven Classroom) assessment reports, and we currently use a data-base system of Illuminate, that include scores from the CST performance reports, CAHSEE and CELDT scores, assessments and benchmarks. Student scores drive instructional changes. In our system, standards drive the curriculum, the instruction, the assessment and the accountability. We are on a semester system, with four report card periods each school year. At the fourth week of each quarter, we send out progress reports to any students in danger of receiving a grade of D or F. We encourage parents to speak with teachers/counselors about their student's progress throughout the year and to observe classes whenever possible. We also encourage parents to keep in close contact with teachers/counselors by email.

Career Technical Education Programs (School Year 2014-15)

Delhi High School currently has a partnership with Merced County Office of Education (MCOE) Regional Occupations Program (ROP). Our district has began pathways for students interested in the medical field. Beginning in grade 7 students are selected for the program Junior Academy of Medical Science. Once the student enters high school he/she takes introductory MCOE ROP course in addition to the Medical Academy courses. The ROP and science instructors work together to prepare the students for a career in the medical field. Courses offered through the ROP are : Health Careers, Sports Medicine, and Medical Occupations. 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. We also offer our students CTE courses such as: computer applications, accounting, and entrepreneurship. The business courses are part of the business pathway. This is our second year in offering the business courses for our students.

Technology is a graduation requirement for Delhi High School students. All students will take the computer applications course to prepare them with the growing technology. Our special population students also participate in the CTE courses. An instructional aide assists the students if needed.

Part of our partnership with MCOE is maintaining enrollment for the classes. Courses are evaluated based on demand and success of the class. The ROP courses provide our students additional electives to choose from. The current industries represented at our school are health and business technology.

Our goal is to continue to building CTE pathways for our students. In 2015-2016 we will add the public safety pathway for students interested in learning about criminal justice, forensics, and law. We will also be adding agricultural courses for students interested in pursuing the pathway of AG science, veterinary science, welding, and floriculture. The Medical Academy will be our first CTE group to complete the pathway in 2017.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	261
Percent of pupils completing a CTE program and earning a high school diploma	88%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	97.95%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	37.86%

STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	43%	50%	44%	41%	47%	42%	57%	56%	58%
Mathematics	43%	59%	41%	41%	56%	40%	60%	62%	59%

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.

California High School Exit Examination Results for All Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	58%	19%	23%	60%	26%	14%
All Students at the School	56%	20%	24%	59%	27%	14%
Male	60%	18%	23%	57%	27%	16%
Female	52%	23%	25%	62%	26%	12%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	57%	20%	23%	62%	27%	12%
Native Hawaiian or Pacific Islander						
White	50%	25%	25%	46%	31%	23%
Two or More Races						
Socioeconomically Disadvantaged	58%	20%	22%	61%	26%	13%
English Learners	96%	4%		96%	4%	
Students with Disabilities	100%			100%		
Students Receiving Migrant Education Services						
Foster Youth						

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7			
9	20.2%	18%	25.8%

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 - Most Recent Year

Increasing parent involvement is a priority at Delhi High School. Parents can join the School Site Council, English Learner Advisory Committee, Boosters Clubs for Band and Choir, athletic support groups, or Western Association of Schools and Colleges focus group committees. We ask parents to attend Back-to-School Night in the fall and parent-teacher conferences throughout the year. DHS also sponsors incoming freshman parent night, where the counselors and administrators share high school information with 8th grade parents. Newsletters are sent home to keep parents informed as well as weekly phone calls on the weekends with the following weeks events. We promote athletics and school activities to parents always. Parent meetings are set up with an interpreter and child care. This school year parent involvement has increased due to the DUSD LCAP meetings.

The counselors also promote parent participation by setting up yearly meetings with students and parents to review graduation requirements. The counselors also hold fall and spring sessions called Family Literacy Program to educate parents on the transition from high school to college. In addition to holding workshops for the students during the day the counselors also hold college workshops in the evening for parents for financial aid and other information events.

In building the school culture in academics and athletics, Delhi High School invites parents to the games to cheer on the Hawks and participate at various awards events.

The website is another avenue used to inform the public on upcoming events and contains a "District Parent Aeries Access" link, available for parents to track student progress.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.7%	1.8%	2%	0.6%	7.6%	5.6%	13.1%	11.4%	11.5%
Graduation Rate	97.18%	95.15%	93.33%	95.58%	89.34%	89.83%	78.87%	80.44%	80.95%

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	93.96	91.43	84.6
Black or African American	100	100	76
American Indian or Alaska Native	0	0	78.07
Asian	100	100	92.62
Filipino	0	0	96.49
Hispanic or Latino	95.16	91.78	81.28
Native Hawaiian/Pacific Islander	0	0	83.58
White	80	84.21	89.93
Two or More Races	0	0	82.8
Socioeconomically Disadvantaged	94.85	91.88	81.36
English Learners	77.78	62.5	50.76
Students with Disabilities	47.06	57.14	61.28
Foster Youth	–	–	–

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	11.42	10.53	11.15	7.65	7.43	6.34	5.07	4.36	3.8
Expulsions	0	0	0.13	0.17	0	0.21	0.13	0.1	0.09

Discipline – Most Recent Year

We expect students to model the H.A.W.K.S behavior on campus; Have respect, Act responsible, Work with honesty and integrity, Keep high expectations and Support the community on our campus, in our classrooms, and at all school functions. The Delhi Unified School District Board of Trustees has adopted a student code of conduct, and all families receive a copy. We ask parents to review this code with their children at home. Students also review our school's discipline policy on the first day of school assemblies and also the first two weeks of school within their classrooms. Consequences for poor behavior include counseling, warnings, detention, Saturday school, in-school suspension, at-home suspension, and expulsion. Our Link program helps incoming ninth graders transition to the high school and provides an upper-class student to serve as a mentor for the ninth graders.

School Safety Plan – Most Recent Year

DHS and our 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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	9	23	2	24	15	14	7	26	14	11	11
Mathematics	27	5	14	4	27	7	15	4	26	6	8	7
Science	25	6	18	1	25	8	15	2	25	6	18	1
Social Science	25	6	19	1	24	8	13	6	27	4	16	4

* 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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	
Counselor (Social/Behavioral or Career Development)	0.7	N/A
Library Media Teacher (Librarian)	0.2	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	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.

Specialized Program/Staff – Most Recent Year

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. Our school has two full-time equivalent academic counselors, which is equivalent to one counselor for every 350 students. For reference, on average, California districts employ about one academic counselor for every 489 high school students. We also have a full-time library/media specialist and a library/media clerk. Counselors work with all students to develop four-year plans. A part-time Talent Search counselor is also available to counsel students on college readiness and acceptance. In addition we have a part-time school psychologist, a part-time nurse, a part-time speech and language therapist.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$71,477
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$65,267
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 2014-15)

State and federal funds are used to support student achievement in areas such as tutoring, targeted intervention programs, and student services coordination. 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 are the categories of services provided: Migrant, Special Education, Lottery and Text Book Funding.

Under the new State funding system - Local Control Funding Formula (LCFF), revenue limits and most state categorical programs are eliminated. LEAs will 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. The LCFF creates funding targets based on these student characteristics. For school districts and charter schools, the LCFF funding targets consist of grade span-specific base grants plus supplemental and concentration grants that reflect student demographic factors.

The Teacher Incentive Fund Grant pays for teacher professional development.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,788	\$40,379
Mid-Range Teacher Salary	\$63,722	\$62,323
Highest Teacher Salary	\$89,151	\$81,127
Average Principal Salary (Elementary)	\$100,931	\$99,192
Average Principal Salary (Middle)	\$100,931	\$91,287
Average Principal Salary (High)	\$111,017	\$112,088
Superintendent Salary	\$140,719	\$159,821
Percent of Budget for Teacher Salaries	38%	36%
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 Courses (School Year 2014-15)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	9	0.6%

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

* Where there are student course enrollments.

Professional Development - Most Recent Three Years

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

Our staff is comprised of progressive individuals with strong backgrounds in curriculum and instruction. Delhi High staff demonstrates the ability to develop different paradigms for education that emphasize the ability to apply learning to problem solve, think critically, and adapt to a changing world. The number of staff days dedicated to professional development includes weekly Monday staff development afternoons. Additional days are provided for teachers to work on Benchmark Assessments, test creation and benchmark analysis through department level articulation on early release Wednesdays. Also, we will continue to develop Professional Learning Communities to better serve our students through teacher collaboration on curriculum and student achievement.

Evaluation/Improving Teachers – Most Recent Year

Teachers work with the site administrator to set individual goals each year. We base teacher evaluations the GAINS initiative that requires all teachers be observed formally once during the school year and informally throughout the year. Student data, as well as teacher evaluations, are used to determine a teacher's effectiveness as well as where improvement is necessary. Utilizing a compilation of student data and evidence based evaluation data; the principal and academic coach work closely with teachers to improve instructional practices in specific and relevant areas. All probationary teachers go through three classroom observations a year and each teacher meets with an administrator in the spring to do an end-of-the-year evaluation. A county-supported program provides a mentor for all probationary teachers. All administrators use the district walk-thru form to give teachers feedback on what they observe in all the classrooms as they observe. Delhi Unified School District provides additional training and staff development opportunities to all staff each year to enhance teacher performance.

Substitute Teachers – Most Recent Year

Unfortunately, Delhi High School has struggled to obtain substitute teachers. A core of qualified substitutes has made a difference but it is far short of regularly meeting the needs of DHS. When a qualified substitute teacher cannot be found for a class, another teacher on site will be compensated for teaching the class during a preparation period. All substitute teachers must possess bachelor's degrees and must have passed the California Basic Educational Skills Test in order to substitute in the Delhi Unified School District.