

Delhi High School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15



Delhi High



Contact Information (School Year 2014-15)

16881 West Schendel Ave.

Delhi, CA 95315

(209) 656-2050

Principal:

Vincent Gonzalez, Principal

Contact E-mail Address:

vgonzalez@delhi.k12.ca.us

County-District-School (CDS) Code: 24753662430114

Delhi Unified



Contact Information (School Year 2014-15)

(209) 656-2000

www.delhi.k12.ca.us

Superintendent:

Adolfo Melara

Contact E-mail Address:

amelara@delhi.k12.ca.us



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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@delhi.k12.ca.us
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, Principal
E-mail Address	vgonzalez@delhi.k12.ca.us
Web Site	http://dhs.delhi.k12.ca.us/
County-District-School (CDS) Code	24753662430114

School Description and Mission Statement- Most Recent Year

Delhi High School Motto

Building successful futures one student at a time

Delhi High School Vision Statement

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 are pleased to announce an exciting new curricular initiative for 2014-2015 recognizing the ever-increasing importance of digital technology in the lives of students worldwide, DHS aspires to provide our each student with 1 on 1 device, so that they will have every advantage for college preparation and success.

Major Achievements - Most Recent Year

During the 2012-2013 school year, Delhi High School (DHS) established the Link program to assist freshman students in their transition to high school. In addition, DHS added several new courses including Journalism, which published a monthly community wide newspaper. Also, several sections of music were added to support the new band program at Delhi High School. Furthermore, a winter percussion team and a flag squad were created to add more music opportunities for students. Technology was also addressed in 2012-2013; DHS updated all technology labs (4) with new computer equipment and programs to assist students with 21st century skill building and computer literacy. This also allowed more elective opportunities to be offered such as an online elective course to expand student course options for the 2013-2014 school year. Online accounting and the creation of intervention classes (Math 180 / Read 180) that were added to assist struggling students in English and mathematics due to the technology update at DHS.

In addition to the elective expansion success, students at DHS have also achieved success academically. Twenty-six students received 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.

The 2012-2013 athletic teams at DHS competed all over Merced and Stanislaus County. The 2012-2013 boys soccer team achieved their first Soccer Southern League Championship. Also, our very competitive Lady Hawk softball team continued its Softball Southern League Playoff success with another playoff performance.

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 with the new implementation in 2014-2015.

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

School Schedule - Most Recent Year

Delhi High 2013-14

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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 2013-14)

Grade Level	Number of Students
Grade 9	212
Grade 10	191
Grade 11	165
Grade 12	149
Total Enrollment	717

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	4.5
Filipino	0.1
Hispanic or Latino	87
Native Hawaiian/Pacific Islander	0.3
White	7.7
Two or More Races	0.1
Socioeconomically Disadvantaged	92.5
English Learners	7.7
Students with Disabilities	11.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	27	26	35	127
Without Full Credential	5	5	0	1
Teaching Outside Subject Area of Competence (with full credential)	5	5	0	0

Leadership - Most Recent Year

Anthony Arista has served six years as an administrator in the Delhi Unified School District, and was appointed the principal of Delhi High in July 2012. He has 19 years of experience in education; six of those years as a teacher. The current DHS administrative team consists of the principal and one associate principal, Mr. Rob Pecot who has served at DHS as a counselor and athletic director for three years before his appointment as associate principal in 2012. Teachers and administrators take part in decision making at this school. Each department meets once a month to discuss departmental and school wide issues. We also have weekly staff meetings. Our School Site Council (SSC), which includes parent members as well as teachers, students, classified employees, and administrators, and the boosters clubs, plays a key role in shaping our students' educational experience. Our English Language Advisory Committee (ELAC) includes parents of English Learners and one bilingual teacher. The ELAC helps to shape our program for English Learners. Our faculty also meets regularly with the principal to choose staff development topics, resolve problems, and discuss program improvements.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	5	0
Vacant Teacher Positions	0	0	1

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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.

Year and month in which data were collected: December 2014

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Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p>Grade Level: 9th Subject: English Book: Elements of Literature Course 3 Publisher: Holt & Rhinehart Year: 2000</p> <p>Grade Level: 10th Subject: English Book: The Reader's Choice Course 5 Publisher: Glencoe/McGraw-Hill Year: 2002</p> <p>Grade Level: 11th Subject: English Book: Elements of Literature Course 5 Publisher: Holt & Rhinehart Year: 2000</p> <p>Grade Level: 12th Subject: English Book: The Reader's Choice British Literature Publisher: Glencoe/McGraw-Hill Year: 2002</p>	Yes	0%
Mathematics	<p>Grade Level: 9th Subject: Math Book: Integrated Math I Publisher: Houghton Mifflin Harcourt Year: 2014</p> <p>Grade Level: 9th-12th Subject: Math Book: Geometry Publisher: Prentice Hall Year: 2008</p> <p>Grade Level: 9th-12th Subject: Math Book: Algebra 2 Publisher: Prentice Hall Year: 2008</p> <p>Grade Level: 11th Subject: Math Book: PreCalculus Graphical, Numerical and Algebraic 2007 Publisher: Pearson Prentice Hall Year: 2007</p> <p>Grade Level: 12th Subject: Math Book: AP Calculus Graphical, Numerical, Algebraic 2007 Publisher: Pearson Prentice Hall Year: 2007</p>	Yes	0%

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
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	Yes	0%
	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		

Delhi High 2013-14
School Accountability Report Card

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
History-Social Science	<p>Grade Level: 9th Subject: Geog. Book: World Geography Today Publisher: Sager/Helgren Year: 2008</p> <p>Grade Level: 10th Subject: History Book: Modern World History: Patterns of Interaction Publisher: McDougal Littell Year: 2006</p> <p>Grade Level: 11th Subject: History Book: The Americans: Reconstruction to the 21st Century Publisher: McDougal Littell Year: 2006</p> <p>Grade Level: 12th Subject: Gov. Book: United States Government Publisher: Glencoe/McGraw-Hill Year: 2005</p> <p>Grade Level: 11th Subject: AP History Book: American Pageant Publisher: McDougal Littell Year: 2006</p> <p>Grade Level: 12th Subject: AP Gov. Book: Government in Action Publisher: Longman Publishing Year: 2009</p>	Yes	0%
Foreign Language	<p>Grade Level: 9th-12th Subject: Foreign Subject Book: Sendas Literarias 1, Espanol completo para Hispanohablantes Publisher: Pearson Prentice Hall Year: 2005</p> <p>Grade Level: 10th Subject: Foreign Lang. Book: En Espanol 1 Publisher: McDougal Littell Year: 2004</p> <p>Grade Level: 10th & 11th Subject: Foreign Lang. Book: Sendas Literarias 2, Espanol completo para Hispanohablantes Publisher: Pearson Prentice Hall Year: 2005</p> <p>Grade Level: 10th-12th Subject: Foreign Lang. Book: En Espanol 2 Publisher: McDougal Littell Year 2004</p>	Yes	0%

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
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)			N/A

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 Classes (SDC), one Merced County class for severely handicapped students, and three study skill education 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 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 attend 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 December 2014. □ 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

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/Vermis 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

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

Library - Most Recent Year

Address: 16881 W. Schendel Rd., Delhi CA 95315
Mailing Address: 9716 Hinton Ave., Delhi CA 95315
Telephone: (209) 656-2049
Fax: (209) 669-3168

Library Hours

Monday - Friday – 8:00 a.m. - 4:00 p.m.

Saturday – 10:00 a.m. - 3:00 p.m.

Librarians:

Allyssa Sepulveda

Ted Trujillo

Nikki Nightengale

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. In addition, all AP students with 4 or more AP classes are issued an iPad to assist with their course load. The library/media center and all three computer labs have been modernized with new computers 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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	31%	23%	54%	45%	37%	49%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49%
All Students at the School	54%
Male	61%
Female	49%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	51%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	53%
English Learners	8%
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48%	58%	53%	49%	54%	49%	54%	56%	55%
Mathematics	15%	11%	8%	47%	45%	41%	49%	50%	50%
History-Social Science	45%	50%	35%	37%	42%	35%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

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. Our teachers also use data driven classroom software in the 2012-2013 school year and will move to Illuminate in 2013-2014 to analyze student test results on both the state-administered tests and local benchmark assessments. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	4	3
Similar Schools	9	7	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	20	10	-33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	7	-35
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	35	7	-32
English Learners	12	16	-15
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

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. Once the student enters high school he/she takes introductory MCOE ROP course. Courses offered: Health Careers, Sports Medicine, and Medical Occupations. We also offer our students CTE courses such as: computer applications, accounting, and enterpeurnership. Some of the ROP courses also give the students 2 + 2 credit for community college.

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.

Career Technical Education Participation (School Year 2013-14)

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
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	61.58
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	36.94

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	51%	43%	50%	47%	41%	47%	56%	57%	56%
Mathematics	52%	43%	59%	47%	41%	56%	58%	60%	62%

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 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	53%	27%	21%	44%	33%	24%
All Students at the School	50%	28%	22%	41%	33%	26%
Male	58%	26%	15%	44%	35%	21%
Female	42%	30%	28%	38%	32%	30%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	50%	29%	21%	44%	32%	24%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	47%	33%	20%	39%	34%	27%
English Learners	100%	N/A	N/A	87%	13%	N/A
Students with Disabilities	100%	N/A	N/A	96%	4%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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 2013-14)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	19.4%	19.9%	24.9%

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement - Most Recent Year

Delhi High School highly depends on parent support. 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. The District website informs the public on upcoming events and contains a "District Parent Aeries Access" link, available for parents to track student progress. Please contact the principal at (209) 656-2050 for more information.

State Priority: Pupil Engagements

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	3.9	0.7	1.8	4.8	0.6	7.6	14.7	13.1	11.4
Graduation Rate	93.42	97.18	95.15	88.3	95.58	89.34	77.14	78.87	80.44

Completion of High School Graduation Requirements - Graduating Class of 2013

Group	School	District	State
All Students	98	93	84
Black or African American	0	0	75
American Indian or Alaska Native	0	0	77
Asian	80	80	92
Filipino	100	50	92
Hispanic or Latino	98	93	80
Native Hawaiian/Pacific Islander	0	100	84
White	106	105	90
Two or More Races	0	0	89
Socioeconomically Disadvantaged	97	92	82
English Learners	61	45	53
Students with Disabilities	75	76	60

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	3.6	11.4	10.5	2.7	7.6	7.4	4.4	5.1	5.7
Expulsions	0	0	0	0	0.2	0	0.1	0.1	0.1

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. We also recognize our student successes through our Top Hawk program, which acknowledges students for their academic accomplishments as well as for positive attendance.

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. We last updated our plan on October 2014. Our Safety Plan, procedures and policies will be reviewed in December of 2014.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate - English-Language Arts	Yes	
Met Participation Rate - Mathematics	Yes	
Met Percent Proficient - English-Language Arts	Yes	
Met Percent Proficient - Mathematics	Yes	
Met Graduation Rate	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement*	Year 1	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.7	22	12	5	24	9	23	2	24	15	14	7
Mathematics	20.9	17	16	0	27	5	14	4	27	7	15	4
Science	23.4	10	15	1	25	6	18	1	25	8	15	2
Social Science	23.9	9	12	3	25	6	19	1	24	8	13	6

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	350
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.2	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non - teaching)	2	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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$66,086
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$63,037
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

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

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,375	\$38,920
Mid-Range Teacher Salary	\$59,073	\$59,803
Highest Teacher Salary	\$82,647	\$78,096
Average Principal Salary (Elementary)	\$93,841	\$95,836
Average Principal Salary (Middle)	\$93,704	\$99,849
Average Principal Salary (High)	\$104,769	\$107,599
Superintendent Salary	\$135,960	\$151,912
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	8	0.5

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 two times 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.