

Delhi High School, Delhi Unified School District

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Mission Statement:

Delhi High School will provide a collaborative learning environment, based on high expectations, accountability, and respect, preparing students with 21st Century Skills to become college and career ready.

Delhi High School serves the agricultural-based community of Delhi located along California Highway 99 mid-way between Stockton and Fresno. Delhi is the largest unincorporated city in Merced County. The Delhi Unified School District has a total enrollment of 2,452 students for the 2021-22 school year. Students attend three K-6 elementary schools at separate sites. The Delhi Educational Park houses Delhi Middle School for 7th and 8th-grade students and Delhi High School for the 9th through 12th-grade students. Delhi High School began operations in 1998 and in the spring of 2001 Delhi High School graduated the first senior class of 75 students. The Delhi High School enrollment for 2023 -2024 school year is around 740 students.

We offer a variety of programs for our student both in the area of academics and in extra curricular activities. We offer CTE pathways in Agriculture., Science (Nursing), Business and soon to be Computer Science. We also have a robust athletic program which offers sports all year long as well as clubs and organizations such as FFA and FBLA as well as many clubs and activities for our student to participate in. This Spring will also mark the beginning of a new era here at Delhi High School as we complete our new CTE building that will house our new Agricultural Mechanics Pathway classes. This will offered a variety of hands on, shop related courses to our students.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	165
Grade 10	181
Grade 11	207
Grade 12	179
Total Enrollment	732

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.3%
Male	52.7%
American Indian or Alaska Native	0.4%
Asian	3%
Black or African American	0.1%
Filipino	0.1%
Hispanic or Latino	92.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.3%
White	3.1%
English Learners	22.8%
Foster Youth	1%
Homeless	1.2%
Migrant	3.3%
Socioeconomically Disadvantaged	82.9%
Students with Disabilities	11.7%

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.

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.80	76.47	96.70	83.96	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.96	6.50	5.64	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	13.07	6.30	5.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	5.25	3.10	2.70	11953.10	4.28
Unknown	0.70	2.25	2.40	2.16	15831.90	5.67
Total Teaching Positions	33.70	100.00	115.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.80
Misassignments	0.00	3.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	4.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	1.70
Total Out-of-Field Teachers	1.00	1.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6	1.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	9-12 Study Sync - McGraw Hill 2020	Yes	0
Mathematics	9-12 Integrated Math I, II, III - Houghton Mifflin Harcourt 2015, 12 AP Calculus Graphical, Numerical, Algebraic	Yes	0

	Pearson Prentice Hall 2007, 9-12 Algebra 1 - Math New York 2012		
Science	Earth Science; Geology, the Environment & the Universe, Glencoe/McGraw-Hill. 2005, Biology: The Dynamics of Life, Glencoe/McGraw-Hill, 2005, Chemistry, Pearson, 2017, Biology (AP), Pearson Prentice Hall, 2009, General Science, Pearson Prentice Hall, 2004	Yes	0
History-Social Science	Geography: The Human and Physical World, McGraw Hill, 2018, World History, Culture, & Geography: The Modern World, McGraw Hill, 2019, United States History & Geography: Continuity & Change, McGraw Hill, 2019, Principles of Economics & Principles of American Democracy, McGraw Hill, 2019, Brinkley, American history: Connecting with the Past, McGraw Hill, 2017, Harrison, American Democracy Now, McGraw Hill, 2022	Yes	0
Foreign Language	9-12 Sendas Literarias 1 - Pearson Prentice Hall 2005, 10-12 Sendas Literarias 2 Pearson Prentice Hall 2005, 9-12 En Espanol 1 McDougal Littell 2004 and 10-12 En Espanol 2 McDougal Littell 2004	Yes	0
Health		Yes	0

School Facility Conditions and Planned Improvements

Our campus is adequate for the size of our population. The maintenance lead and team at the site, services and maintains the facilities and schedule regular maintenance and custodial services to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning. All site inspections are conducted on a regular basis by the Lead Maintenance of the site. Site facilities are evaluated using the Facility Inspection Tool (FIT) provided by the State of California Office of Public School Construction (OPSC). The overall ranking of this inspection rated the site in "Poor" condition. The most recent evaluation of this site was performed in January 2023.

Year and month of the most recent FIT report

December 2024

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	45	34	32	47	46
Mathematics (grades 3-8 and 11)	8	9	19	21	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	205	202	98.54	1.46	45.03
Female	95	93	97.89	2.11	58.24
Male	110	109	99.09	0.91	33.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	186	183	98.39	1.61	43.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	26	92.86	7.14	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	174	98.86	1.14	42.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	5.56

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	205	201	98.05	1.95	8.50
Female	95	92	96.84	3.16	10.99
Male	110	109	99.09	0.91	6.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	186	182	97.85	2.15	8.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	26	92.86	7.14	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	173	98.30	1.70	7.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	5.26

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.76	11.56	11.80	10.66	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	173	173	100.00	0.00	11.56
Female	97	97	100.00	0.00	11.34
Male	76	76	100.00	0.00	11.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	156	156	100.00	0.00	10.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	146	100.00	0.00	10.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	0.00

2022-23 Career Technical Education Programs

The DHS CTE Pathway Catalog shows the recommended course sequence for each of the CTE Pathways offered at our school and for the core academic subjects related to completing that pathway in concert with UC/CSU A-G eligibility. A career pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a specific career area. Career pathways are designed to promote the successful completion of academic and technical skills, prepare for postsecondary course work and vocational experiences related to the career in which they are interested. Principal Ed Taylor is the primary representative for the district's CTE advisory committee. Courses offered at DHS are as follows:

AGRICULTURAL AND NATURAL RESOURCES

BUSINESS AND FINANCE

HEALTH SCIENCE AND MEDICAL TECHNOLOGY

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

AUTOMOTIVE TECHNOLOGY - through Merced County ROP

AG MECHANICS- to begin Fall 2024

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	443
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	68.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	32.97

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98.8	98.9	98.8	98.8	98.8

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The Delhi Unified School District LCAP Goal Area 1: is Parent Involvement. The goal states Delhi Unified School District will ensure active family and student involvement through (a) Research-based engagement practices; (b) family input in school decision making; (c) educational programs designed for families to empower them in supporting student achievement and success.

Input and participation from parents is sought through many different opportunities and Delhi High School. Examples include but are limited to SSC, LCAP Festival, Coffee with the counselors,, Back to School Night, Report Card nights, Sporting events, VAPA events , ELAC, College Nights, Hawk Haven House and day to day interaction with the community at events on campus.

The current Delhi High School. School Site Council and ELAC encourage parental involvement through opportunities to serve the school and community through education planning, goal setting and progress monitoring. Members of the School Site Council and ELAC work hand in hand with the administration and other stakeholders to provide the best learning environment we can for our students.

Our Local Educational Agency's major goal is to improve community relations. Parents are the largest stakeholder group in the greater Delhi community. Increased parental involvement at Delhi High School will translate to improved community relations with the LEA . Parent Square is utilized by the administration, office staff, teachers, and coaches to post school announcements, class assignments, and make direct contact through messaging with parents. All notifications regarding organized parent involvement activities like Report Card Nights, Back to School Nights, School Site Council meetings, ELAC meetings, Coffee with the Counselors, Athletic Events, and Visual and Performing Art Events are explicitly communicated through Parent Square email, text, phone call, and app functions.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.5	1.6	1.7	0.5	1.6	1.7	9.4	7.8	8.2
Graduation Rate	98	97.8	98.3	98	97.8	98.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	180	177	98.3
Female	101	101	100.0
Male	79	76	96.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	163	160	98.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	46	45	97.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	173	170	98.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	18	18	100.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	800	753	157	20.8
Female	382	356	80	22.5
Male	418	397	77	19.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	25	25	6	24.0
Black or African American	2	1	1	100.0
Filipino	1	1	0	0.0
Hispanic or Latino	725	685	142	20.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	2	2	1	50.0
White	31	28	6	21.4
English Learners	195	186	35	18.8
Foster Youth	9	7	0	0.0
Homeless	10	10	5	50.0
Socioeconomically Disadvantaged	663	629	137	21.8
Students Receiving Migrant Education Services	28	24	4	16.7
Students with Disabilities	92	87	24	27.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.48	6.44	3.62	0.42	4.36	3.09	0.20	3.17	3.60
Expulsions	0.00	0.36	0.13	0.00	0.19	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.62	0.13
Female	0.52	0
Male	6.46	0.24
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.86	0.14
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	6.15	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.77	0.15
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.78	1.09

2023-24 School Safety Plan

DHS and Delhi Unified School District (DUSD) have placed a great emphasis on campus safety and security. Safety drills are conducted regularly for Lockout, Lockdown, Evacuation, and Shelter in place. Visitors must check in at the front desk and receive proper authorization to be on campus, which is done through our Raptor System. Staff received training this year on active shooter scenarios and how to react in the face of a campus threat.

Staff members supervise students at all times. The Comprehensive Safety Plan is revised by staff each year to address specific campus needs in order to ensure a safe and orderly learning environment. There is also a Student Handbook that outlines policies for sexual harassment, suspension and expulsion, and dress code. The Comprehensive Safety Plan is reviewed and approved by Delhi High School SSC as well as our Board of trustees.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	12	9	8
Mathematics	19	20	10	4
Science	17	17	6	2
Social Science	22	13	14	8

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	366

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,141.00	\$3,359.66	\$8,781.34	\$105,504.08
District	N/A	N/A	\$1,772.88	\$84,310.37
Percent Difference - School Site and District	N/A	N/A	132.8	22.3
State	N/A	N/A	\$7,607.00	\$81,984.00
Percent Difference - School Site and State	N/A	N/A	14.3	25.1

Fiscal Year 2022-23 Types of Services Funded

State and federal funds are used to provide supplemental support to students in areas such as summer school, tutoring, child nutrition, intervention programs for students with special needs and English language learners. The school site council has adopted goals, action plans, and expenditures to raise the academic performance of student groups not meeting state standards. The following services are provided from some of the categorical funding sources:

- Title I: Professional development, tutoring, support of the Single Plan for Student Achievement, services to English language learners;
- Title III: services to English language learners coordinated at a district wide level, along with supporting instructional aides for the Newcomer Program;
- Special Education (federal and state sources): services to students with special needs;
- National School Lunch and Breakfast Program: provide nutritious meals to students; and
- Lottery for textbooks, equipment replacement, and other one-time expenditures.

The Local Control Funding Formula (LCFF) is the school's main revenue source and provides 75% of district general fund revenues. School Districts receive funding based on student counts and the demographic profile of the students they serve. The LCFF combined funds from the previous categorical grant system and provided more local control of funds through the Local Control Accountability Plan to better address unique needs of local students. LCFF is calculated using grade span ADA that have differing grade span funding rates, plus supplemental and concentration grants that provide additional funding for the demographic student populations of low-income, ELS, foster youth and homeless youth. The LCFF funds regular education teachers along with instructional aides, site administrative support, custodial, maintenance, grounds, student transportation, and activities detailed in the 3-year Local Control Accountability Plan (LCAP).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,984	\$50,875
Mid-Range Teacher Salary	\$83,055	\$79,761
Highest Teacher Salary	\$116,199	\$103,045
Average Principal Salary (Elementary)	\$134,227	\$128,154
Average Principal Salary (Middle)	\$134,227	\$131,774
Average Principal Salary (High)	\$147,870	\$142,676
Superintendent Salary	\$184,000	\$211,462
Percent of Budget for Teacher Salaries	34.09%	30.11%
Percent of Budget for Administrative Salaries	5.68%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	13.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	2
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	9

Professional Development

Some of the training opportunities that have been provided for our staff in 2023-2024 are NWEA Map Growth Training, ERWC for ELA/ELD, Science Adoption, Conversational Capacity, CSTP best practices, Department Collaborations, and DLI Taskforce.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3