

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Delhi High School	24753662430114	01/07/2021	01/12/2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and assessments (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

In order for DHS to improve academic achievement throughout the school goals will be set primarily targeting core instruction of English Language Arts, Mathematics and English Language Development; focusing on all students, while ensuring extra attention is provided to the lowest-achieving students.

A school may operate an SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and
For the initial year of the schoolwide program:

The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or
Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).

A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families or a school for which less than 40 percent of the children enrolled in

the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]). Eligible schools are not required to operate the SWP and may choose to remain as a TAS. Additional information about Title I, Part A TAS may be located on the Title I, Part A Targeted Assistance Schools web page.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Delhi High School has involved its stakeholders in the development of the SPSA for 2020-2021 school year, even in the face of the myriad of challenges that COVID and the pandemic has added to the process. All meetings were held virtually to ensure the safety of all involved. The 2019-20 SPSA was reviewed at the School Site Council meeting that convened on October 6, 2020. A review of the prior years goals were conducted at this time. A discussion of a review of additional data was also presented at this time, to include the creation of a student survey regarding teacher clarity and learning outcomes. On November 3, 2020, the School Site Council met again to discuss the program improvement survey as well to review the newly piloted English curriculum, StudySync. The Delhi High School English Language Learner Advisory Committee was also involved in the development of the school plan on October 8, 2020 and November 5, 2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.27%	0.52%	0.13%	2	4	1
Asian	3.60%	3.25%	2.45%	27	25	19
Filipino	0.27%	%	0.13%	2		1
Hispanic/Latino	89.20%	87.39%	88.76%	669	672	687
Pacific Islander	0.13%	0.39%	0.26%	1	3	2
White	6.13%	7.93%	7.62%	46	61	59
Multiple/No Response	0.13%	0.39%	0.26%	1	3	3
	Total Enrollment			750	769	774

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	223	205	193
Grade 10	169	228	203
Grade 11	170	169	214
Grade 12	188	167	164
Total Enrollment	750	769	774

Conclusions based on this data:

1. Delhi high school has a growing enrollment. This growth trend has continued in 2020-21 as well.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	115	117	113	15.3%	15.2%	14.6%
Fluent English Proficient (FEP)	486	476	495	64.8%	61.9%	64.0%
Reclassified Fluent English Proficient (RFEP)	27	22	17	20.1%	19.1%	14.5%

Conclusions based on this data:

1. The implementation of the Newcomer program, as well as other targeted LTEL supports, yielded an increase in fluently English proficient students of 2.1% between 18-19 and 19-20.
2. In 2020-21 an additional 10 reclassifications took place at the inception of the school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	169	171	165	166	164	161	166	164	161	98.2	95.9	97.6
All Grades	169	171	165	166	164	161	166	164	161	98.2	95.9	97.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2588.4	2571.7	2572.9	17.47	15.24	20.50	40.96	31.71	30.43	24.70	28.66	21.74	16.87	24.39	27.33
All Grades	N/A	N/A	N/A	17.47	15.24	20.50	40.96	31.71	30.43	24.70	28.66	21.74	16.87	24.39	27.33

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 11	28.31	16.46	24.84	46.99	54.88	40.99	24.70	28.66	34.16	
All Grades	28.31	16.46	24.84	46.99	54.88	40.99	24.70	28.66	34.16	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	25.90	26.99	26.71	54.22	44.79	53.42	19.88	28.22	19.88
All Grades	25.90	26.99	26.71	54.22	44.79	53.42	19.88	28.22	19.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	15.06	16.46	16.77	67.47	64.63	64.60	17.47	18.90	18.63
All Grades	15.06	16.46	16.77	67.47	64.63	64.60	17.47	18.90	18.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27.71	26.22	25.47	54.82	50.00	47.20	17.47	23.78	27.33
All Grades	27.71	26.22	25.47	54.82	50.00	47.20	17.47	23.78	27.33

Conclusions based on this data:

1. 2019-20 data will not be reported due to the COVID-19 pandemic.
2. Comparison data will be difficult to interpret for 2019-20 and 2020-21 due to being required to switch to a full distance learning model.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	169	171	165	169	170	165	169	170	165	100	99.4	100
All Grades	169	171	165	169	170	165	169	170	165	100	99.4	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2525.3	2491.2	2503.8	0.59	0.59	1.82	13.02	10.00	9.70	31.36	17.06	20.61	55.03	72.35	67.88
All Grades	N/A	N/A	N/A	0.59	0.59	1.82	13.02	10.00	9.70	31.36	17.06	20.61	55.03	72.35	67.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.37	5.29	5.45	33.73	16.47	16.36	63.91	78.24	78.18
All Grades	2.37	5.29	5.45	33.73	16.47	16.36	63.91	78.24	78.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.73	2.94	3.64	47.93	37.65	43.64	47.34	59.41	52.73
All Grades	4.73	2.94	3.64	47.93	37.65	43.64	47.34	59.41	52.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.18	1.18	3.64	59.76	48.24	55.15	39.05	50.59	41.21
All Grades	1.18	1.18	3.64	59.76	48.24	55.15	39.05	50.59	41.21

Conclusions based on this data:

1. 2019-20 data will not be reported due to the COVID-19 pandemic.
2. Comparison data will be difficult to interpret for 2019-20 and 2020-21 due to being required to switch to a full distance learning model.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1517.3	1538.9	1501.6	1522.7	1532.5	1554.6	31	30
Grade 10	1539.0	1528.9	1523.3	1510.1	1554.1	1547.1	21	34
Grade 11	1526.5	1536.2	1505.7	1518.6	1546.8	1553.1	19	21
Grade 12	1520.6	1524.9	1500.9	1509.7	1539.9	1539.8	14	18
All Grades							85	103

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	26.67	*	26.67	*	10.00	*	36.67	31	30
10	*	17.65	*	32.35	*	17.65	*	32.35	21	34
11	*	9.52	*	38.10	*	19.05	*	33.33	19	21
12		5.56	*	27.78	*	27.78	*	38.89	14	18
All Grades	18.82	16.50	35.29	31.07	20.00	17.48	25.88	34.95	85	103

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	36.67	*	26.67	*	3.33	*	33.33	31	30
10	*	26.47	*	26.47	*	11.76	*	35.29	21	34
11	*	33.33	*	23.81	*	9.52	*	33.33	19	21
12	*	11.11	*	38.89	*	22.22	*	27.78	14	18
All Grades	31.76	28.16	29.41	28.16	18.82	10.68	20.00	33.01	85	103

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

9	*	13.33	*	20.00	*	36.67	41.94	30.00	31	30
10	*	8.82	*	26.47	*	32.35	*	32.35	21	34
11	*	14.29		4.76	57.89	38.10	*	42.86	19	21
12		5.56	*	16.67	*	22.22	*	55.56	14	18
All Grades	*	10.68	23.53	18.45	34.12	33.01	34.12	37.86	85	103

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	6.67	*	70.00	35.48	23.33	31	30	
10	*	8.82	*	58.82	*	32.35	21	34	
11	*	0.00	63.16	42.86	*	57.14	19	21	
12		0.00	85.71	55.56	*	44.44	14	18	
All Grades	25.88	4.85	49.41	58.25	24.71	36.89	85	103	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	38.71	46.67	45.16	23.33	*	30.00	31	30	
10	52.38	52.94	*	14.71	*	32.35	21	34	
11	*	61.90	*	14.29	*	23.81	19	21	
12	*	55.56	*	22.22	*	22.22	14	18	
All Grades	43.53	53.40	37.65	18.45	18.82	28.16	85	103	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	16.67	*	50.00	64.52	33.33	31	30	
10	*	14.71	*	50.00	*	35.29	21	34	
11	*	9.52	*	42.86	63.16	47.62	19	21	
12		5.56	*	38.89	*	55.56	14	18	
All Grades	*	12.62	36.47	46.60	55.29	40.78	85	103	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	3.33	58.06	66.67	*	30.00	31	30
10	*	8.82	*	58.82	*	32.35	21	34
11	*	9.52	57.89	57.14	*	33.33	19	21
12	*	5.56	*	61.11	*	33.33	14	18
All Grades	24.71	6.80	52.94	61.17	22.35	32.04	85	103

Conclusions based on this data:

1. 2019-20 data will not be reported due to the COVID-19 pandemic.
2. Comparison data will be difficult to interpret for 2019-20 and 2020-21 due to being required to switch to a full distance learning model.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
769	85.7	15.2	0.9

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	117	15.2
Foster Youth	7	0.9
Socioeconomically Disadvantaged	659	85.7
Students with Disabilities	82	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.5
Asian	25	3.3
Hispanic	672	87.4
Two or More Races	1	0.1
Pacific Islander	3	0.4
White	61	7.9






Conclusions based on this data:

1. N/A

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 480 462">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="706 426 915 457">Graduation Rate</p>  <p data-bbox="781 506 837 537">Blue</p>	<p data-bbox="1179 426 1398 457">Suspension Rate</p>  <p data-bbox="1240 506 1330 537">Orange</p>
<p data-bbox="251 623 415 655">Mathematics</p>  <p data-bbox="289 703 378 735">Orange</p>		
<p data-bbox="240 821 427 852">College/Career</p>  <p data-bbox="289 900 378 932">Orange</p>		

Conclusions based on this data:

1. N/A

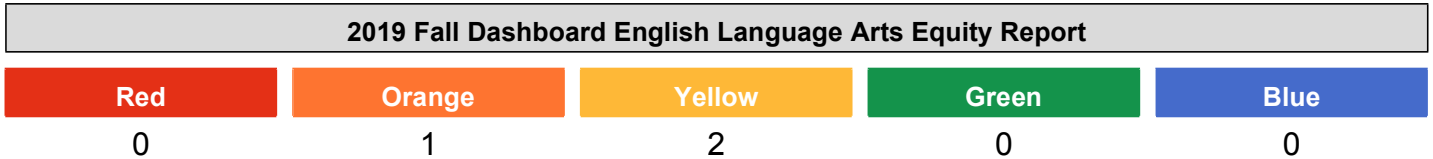
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange 8 points below standard Maintained ++0.5 points 158</p>	<p>English Learners</p> <p>Orange 85.7 points below standard Increased ++3.3 points 36</p>	<p>Foster Youth</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p>Homeless</p> <p>No Performance Color 0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow 10.3 points below standard Increased ++3 points 145</p>	<p>Students with Disabilities</p> <p>No Performance Color 104.9 points below standard Increased ++3.8 points 15</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.7 points below standard Increased ++13.1 points 142	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 53.2 points below standard 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.4 points below standard Declined -3.5 points 18	49.1 points below standard Increased Significantly ++18.7 points 18	26.5 points below standard Declined Significantly -38.6 points 37

Conclusions based on this data:

- N/A

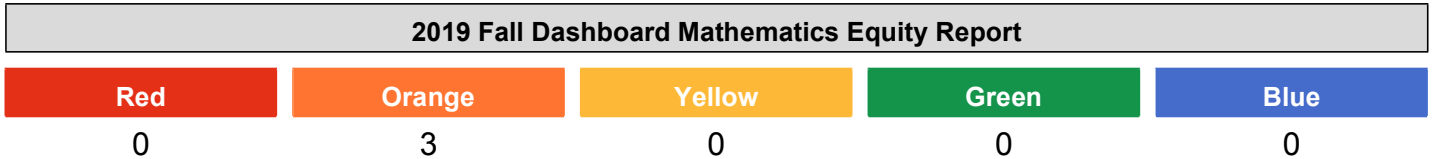
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>121.4 points below standard</p> <p>Increased ++13.6 points</p> <p>158</p>	<p>English Learners</p>  <p>Orange</p> <p>168.5 points below standard</p> <p>Increased Significantly ++21.3 points</p> <p>36</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>118.8 points below standard</p> <p>Increased Significantly ++20.2 points</p> <p>145</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>193.9 points below standard</p> <p>Increased Significantly ++38 points</p> <p>15</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 118 points below standard Increased Significantly ++21.6 points 142			 No Performance Color 185.2 points below standard 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
158.3 points below standard Increased Significantly ++53.4 points 18	178.8 points below standard Declined -3.9 points 18	149.2 points below standard Declined Significantly -35.7 points 37

Conclusions based on this data:

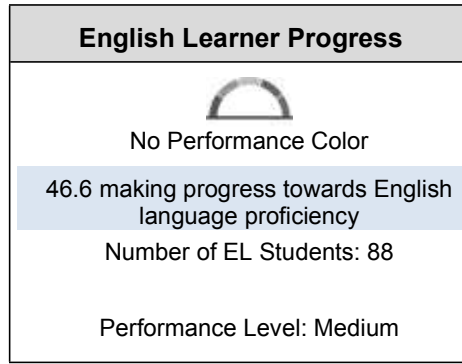
- N/A

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.3	42.0	4.5	42.0

Conclusions based on this data:

1. N/A

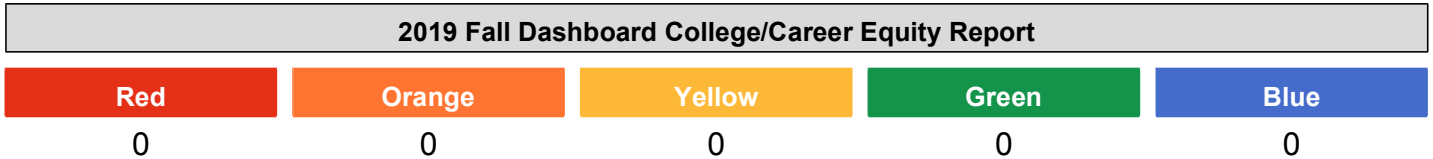
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  <p>Orange 33.5 Maintained -1.8 167</p>	<p>English Learners</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>
<p>Homeless</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
35.3 Prepared	35.3 Prepared	33.5 Prepared
17.9 Approaching Prepared	17.9 Approaching Prepared	14.4 Approaching Prepared
46.7 Not Prepared	46.7 Not Prepared	52.1 Not Prepared

Conclusions based on this data:

1. N/A

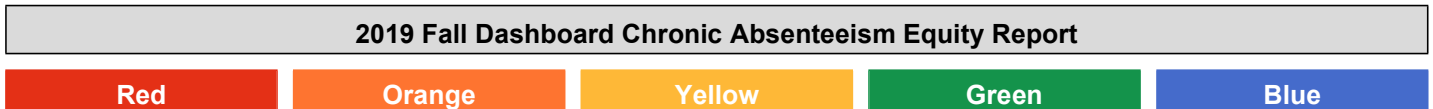
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

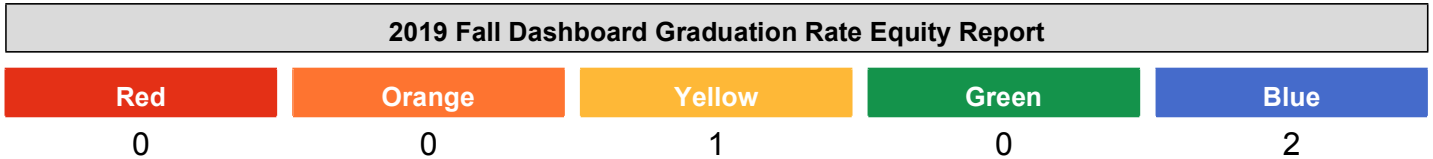
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue 98.2 Maintained +0.4 167</p>	<p>English Learners</p>  <p>Yellow 91.7 Declined -3.2 36</p>	<p>Foster Youth</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>
<p>Homeless</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue 98.1 Maintained +0.3 155</p>	<p>Students with Disabilities</p>  <p>No Performance Color 90 Increased +7.7 20</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 98 Maintained +0.4 149	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
97.8	98.2

Conclusions based on this data:

- N/A

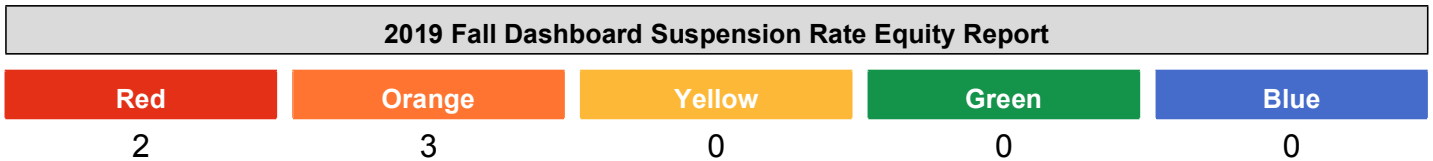
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange 8.4 Maintained +0.1 799</p>	<p>English Learners</p>  <p>Red 11 Increased +2 118</p>	<p>Foster Youth</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange 8.9 Increased +0.6 694</p>	<p>Students with Disabilities</p>  <p>Red 17.6 Increased +6.9 91</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4		 No Performance Color 11.5 Increased +0.4 26	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.7 Maintained +0.1 697	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 12.7 Declined -1.8 63

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.3	8.4

Conclusions based on this data:

- N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Involvement & Participation

LEA/LCAP Goal

LEA Goal:
Community Relations

LCAP Goal:
Goal Area 1: State Priority: Engagement - Delhi Unified School District will ensure active parent involvement and student engagement

Goal 1

Increase parent involvement 2.5% – 5% from base year 2018-2019 across two years.

Identified Need

What data did you use to form this goal (findings from data analysis)?

During the 2018-2019 school year, Delhi High school accumulated 1,853 documented instances of parental engagement. 2018-2019 parent involvement numbers were utilized to establish a new baseline.

Unfortunately, the 2019-20 school year was massively disrupted by COVID, and our school was sent into distance learning on 3/19/2020, and all of our engagement was significantly impacted by the initial stay at home order that we diligently observed.

Stakeholder meetings during the first half of 2019-20 included district LCAP meetings, Report Card Nights, Back to School Night, School Site Council meetings, ELAC meetings, and Coffee with the Counselors.

For the first half of 2019-20, a significant effort was made to track all parent involvement. Parents continued to participate and engage at other events. For instance, athletic and Visual and Performing Arts events.

Group data to be collected to measure gains:

Sign-in sheets at Delhi High School events, and due to COVID, Google Meet attendance where applicable. The data will be tabulated monthly to demonstrate progress towards the goal. Findings will be reported to the site leadership team. This data will then drive promotions and incentives for parents to engage.

Strategy:

Strategies to improve parental involvement will include the increased promotion of events by utilizing digital platforms. The site administration will also incentivize parental involvement during school activities. Additionally, an aggressive plan to communicate telephonically with every family was implemented to begin the 2020-21 school year and will continue moving forward.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
 The site will also target students who have not had parents or guardians attend stakeholder meetings. To more effectively engage the community, student groups and clubs, club advisors, and parents who are active at the school site will be empowered and supported in engaging in activities that will promote greater parent engagement and participation.

How does this goal align with your Local Educational Agency Plan goals?
 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 and improved student outcomes by improving the quality and frequency of information that parents are receiving to help the LEA best support their students.

What did the analysis of the data reveal that led you to this goal?
 Analysis of the data revealed that parental involvement is on a positive trend at the site and across the district. Although the trend is positive across the district, the data also revealed that not all parents were engaging via social media or email communications; which is why Delhi High School has moved to more frequent telephonic call campaigns, as well as soliciting additional stakeholder groups to create additional opportunities to reach the larger community base.

Which stakeholders were involved in analyzing data and developing this goal?
 Stakeholders involved in analyzing data for this goal included site administration, the School Site Council, and the site leadership team composed of teaching and classified staff.

Anticipated annual growth for each group:
 The expected growth is 2.5% to 5% each year above the beeline target once the COVID restrictions are removed, which will likely be in the 2021-22 school year.

Means of evaluating progress toward this goal:
 Data collected from parent sign-in sheets and Google Meet attendance will be compared to student grades in core academic areas, as well as correlated against attendance percentages. Additionally, the status will be measured against the baseline data that was set in 2018-19 for parent involvement. Due to COVID, the 2020-21 school year data will very likely show a decrease that should see significant improvement in the 2021-22 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Stakeholder involvement spreadsheet will be utilized to monitor parent involvement at Delhi High School.	During the 2018-2019 school year, Delhi High school accumulated 1,853 documented instances of parental engagement.	Delhi High School, expects to increase parental involvement by 2.5 - 5 % over the next two academic years, beyond the COVID impacted 2019-20 and 2020-21 school years.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Delhi High School Students

Strategy/Activity

Task:

Promotion of all Delhi High School events. The promotion will occur via parent square announcements, email, mailings, school website, phone calls, and text messaging.

Measures:

Documentation of all event planning occurs on-site event management plans. Documentation of all digital communication will be tallied and recorded.

People Assigned:

Office support staff, administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$4,000.00

Source(s)

Title I Part A: Parent Involvement

Food and Incentives

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the COVID pandemic, 2019-20 will not serve to provide reliable data for review of this goal. Additionally it should be noted that 2020-21 will also be unable to be used as a data point for analysis in the coming year. During the 2018-2019 school year, Delhi High School accumulated 1,853 documented stakeholder engagements. This was a slight decrease from the 2017-2018 school year. Yet the numbers accumulated are a significant improvement from the initial baseline year of 2016-2017. Baseline year 2016-2017 had 1,067 documented parent engagement. The growth over those two years was approximately 57%, which far exceeds the goal of growing 2.5% - 5%. The overall effectiveness of the strategy to utilize our digital platforms to engage parents and the greater community has already paid dividends. The significant increase in percentage of parents and stakeholders attending events at Delhi High School demonstrates that our strategies worked to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue to be strengthened by actively engaging parents in continued telephonic campaigns in concert with our social media and ParentSquare campaigns and communications. This outreach will continue to be given extra focus as it pertains to our most vulnerable student sub-groups, however; the intent is to have a global impact on all parents.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learner Achievement

LEA/LCAP Goal

LEA Goal:
Educational Excellence

LCAP Goal:
Goal Area 2: State Priority: Pupil Outcomes - Delhi Unified School District will ensure Pupil Outcomes exhibit access, equity, and achievement

Goal 2

Delhi Unified School District will ensure Pupil Outcomes exhibit access, equity, and achievement in research-based instructional and support programs focused on:

- a. Increase English Learner Proficiency percentage by 2.5% - 5% over the base year 2018-2019 across two years in CAASPP English and Mathematics. Due to the COVID pandemic, some data for 2019-20 may not be available.
- b. Increase Reclassification percentage by 2.5% - 5% over the base year 2018-2019 across two years. In spite of the COVID pandemic, reclassifications continued using modified testing as well as STAR testing data during the 2020-21 school year.

Identified Need

What data did you use to form this goal (findings from data analysis)?

2017 - English Learner proficiency in English "met or exceeded standards" - 9%
2018 - English Learner proficiency in English "met or exceeded standards" - 0%
2019 - English Learner proficiency in English "met or exceeded standards" - 11%

2017 - English Learner proficiency in Mathematics "met or exceeded standards" - 4%
2018 - English Learner proficiency in Mathematics "met or exceeded standards" - 0%
2019 - English Learner proficiency in Mathematics "met or exceeded standards" - 4.55%

2018-2019 - 26% of Delhi High School English Learner students were reclassified.
2017-2018 - 20% of Delhi High School English Learner students were reclassified.
2016-2017 - 0% of Delhi High School English Learners were reclassified.

Group data to be collected to measure gains:

The English Learner clerk will monitor data during all significant grading periods throughout the year, as well as regularly monitoring weekly grades where appropriate for the ELD student population. Evaluation of data will occur at site leadership meetings weekly to make adjustments in the instructional program for the ELD student population. Additionally, data will be shared at ELAC meetings to solicit input from our ELD parents.

Strategy:

Academic schedules of support will be provided to our newcomer population and LTEL population. Students will be supported with designated periods of English Language Development and after school intervention.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

English Learner designated students and LTELs who are in need of specific support. Our ELD teachers, ELD clerk, counselors, and administrators will all take active roles in supporting this goal and regularly communicating and reviewing ELD student data. Parents will continue to be involved in this goal through regularly scheduled ELPAC meetings throughout the 2020-21 school year. Due to the COVID pandemic, meetings amongst most if not all stakeholders will be virtual.

How does this goal align with your Local Educational Agency Plan goals?

The Local Educational Agency Plan identifies Educational Excellence as a goal. An indicator of Educational Excellence is the improvement of achievement scores and pupil outcomes with respect to our English Learner population.

What did the analysis of the data reveal that led you to this goal?

The analysis of the data revealed that an area of growth for Delhi High School is improving English Learner outcomes. English Learners represent a significant sub-group at Delhi High School, and their improvement and reclassification in English will have a direct impact and correlation towards improving Educational Excellence as defined in the LEA plan.

Which stakeholders were involved in analyzing data and developing this goal?

Site administration, School Site Council, ELAC, and site leadership team.

Anticipated annual growth for each group:

2.5%-5% increase in proficiency and reclassification rates.

Means of evaluating progress toward this goal:

CAASPP achievement in English and Mathematics, ELPAC achievement data, and reclassification data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP achievement in English and Mathematics, ELPAC achievement data, and reclassification data.	2018-2019 - English Learner proficiency in English "met or exceeded standards" - 11% 2018-2019 - English Learner proficiency in Mathematics	2.5%-5% increase in proficiency and reclassification rates annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>"met or exceeded standards" - 4.55%</p> <p>2018-2019 - 26% of Delhi High School English Learner students were reclassified.</p>	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Newcomer Student Plan

Strategy/Activity

Task:

Students have been identified as being new to the country and/or having limited English Language skills. These students have been placed in the same ELD class, where instruction focuses on phonemic awareness, phonics, high-frequency words, and sentence formation, in addition to other language skills as needed.

The students have also been placed in performance level cohorts. This allows the teacher's Newcomer support and Instructional Aide support to be directed more effectively. Revised from the 2018-19 inception of the program through the 2020-21 school year.

Measures:

ELPAC progress, Grades, StudySync Assessments, STAR Reading

People Assigned:

Site Administration, EL Clerk, Counseling Department, EL Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

LTEL, General Education

Strategy/Activity

Additional Staffing

Delhi High School will supplement the staffing of instructional aides to serve long term English Learners and English Learner students in general education courses and tutoring.

Two instructional aides increase of 2.0 hours per day and benefits for the school year - \$20,000.00

Additional .88 hours per day and benefits for the school year for one instructional aide - \$8,000.00

Supplemental tutoring for EL students - \$20/hour plus 30% statutory benefits - \$8,320.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$36,320.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Staffing

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Delhi High School demonstrated a slight increase in English Learner achievement as measured by CAASPP in the 2018-2019 school year. In ELA achievement, Delhi High School had three English Learners who met or exceeded standards. The previous year, Delhi High School had zero students meet or exceed standards in English. In Mathematics achievement, Delhi High School had 5 students meet or nearly meet standards. The previous year, Delhi High School had zero English Learners exceed, meet, or nearly meet standards. Though there was a slight improvement in 2018-2019, Delhi High School must continue to strive to improve outcomes for English Learners. Due to the COVID pandemic, no state reporting took place for the 2019-20 school year as no standardized testing took place for that year. Therefore all analyzed and baseline data will need to be measured against the 2018-19 data as described earlier in this document.

Strategies that lead to improvements in English Learner achievement included specific intervention in mathematics for English Learners during designated English Learner class time. English Learners also participated in Achievement Chats. All English Learners completed interim assessments and participated in CAASPP focused Wednesday instructional time.

The reclassification percentage for Delhi High School in the 2018-2019 school year was 26%. 31 of 119 English Learners were redesignated according to Delhi Unified School District reclassification protocols. Additionally, another 10 were reclassified at the beginning of the 2019-2020 school year. Delhi High School had achieved the articulated goal of increasing English Learner reclassification over the last two years. That trend continued in 2020-21 with an additional 10 English Learners being reclassified to start the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue with specific plans for improved achievement in English and Mathematics. Furthermore, more targeted attention to long term English Learners will continue to be implemented.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Engagement

LEA/LCAP Goal

LEA Goal:
Positive Culture

LCAP Goal:
Goal Area 4: State Priority: Engagement- Delhi Unified School District will ensure student Engagement

Goal 3

Delhi High School will ensure student engagement through:

- a. increased attendance at school events 2.5% – 5% from the base year 2018-2019 across two years. Due to the impact of the COVID-19 pandemic and the inability to meet in person, the comparison years will be moved to 2021-2023.
- b. increased involvement in student clubs 2.5% – 5% from the base year 2018-2019 across two years. Due to the impact of the COVID-19 pandemic and the inability to meet in person, the comparison years will be moved to 2021-2023.
- c. increased involvement in athletics 2.5% – 5% from the base year 2018-2019 across two years. Due to the impact of the COVID-19 pandemic and the inability to meet in person, the comparison years will be moved to 2021-2023.
- d. increased involvement in after school programs 2.5% – 5% from the base year 2019-2020 across two years. The After School Program at Delhi High School ended in 2018-2019 and was reestablished in 2019-2020 as the newly created SWAG Lab, or, Students With Aspirations and Goals. The academic year of 2019-2020 was to serve as a baseline for this outreach, and prior to being sheltered in place in March due to COVID, the average daily attendance was approaching 100-110 students per day. In order to have a solid year's worth of data, we will use 2021-2022 as the baseline year, and the following two years as the comparison years.

Identified Need

What data did you use to form this goal (findings from data analysis)?

2018-2019 school year data revealed that active participants in clubs and activities were 863. This number reflects duplicated students involved in multiple activities. In 2018-2019, 433 students participated in athletics. The total of 433, included duplicated students who played multiple sports.

2017-2018 School year data was utilized to form a baseline. Student club rosters for the 2017-2018 school year reflected 181 students involved. Student athletic team rosters for the 2017-2018 school year reflected 373 students involved with athletics. Student attendance at events was not recorded for the 2017-2018 school year. Student attendance data is now being tracked at all school events utilizing the 5-Star digital application and 2019-2020's data was intended to be used as a baseline

year, however; due to COVID-19; we were unable to complete the entirety of the year and will instead use the data accumulated in 2021-2022 as the baseline data to be measured against.

Data was also secured from 2016-2017 athletic team rosters, club participant rosters, and after school program attendance records. Findings from the data revealed that there were a significant number of students not actively engaged in extracurricular activities. Consequently, it is a goal of the site to encourage and engage all students in participating in athletics, activities, and/or our newly revamped after school program (SWAG Lab).

Group data to be collected to measure gains:

Quarterly data reports will be compiled and evaluated to ensure the site is making positive gains towards our goal.

Strategy:

The goal will be articulated to staff and students and progress towards goals will also be shared with those same groups, as well as with parents.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Delhi High School students who are not actively involved in activities, athletics, arts, clubs, or our afterschool program (SWAG Lab) will be encouraged to participate through club rush activities, athletic team meetings, and presentations, SWAG Lab promotional events; as well as social media, phone, email, and website promotion of all of the aforementioned activities.

How does this goal align with your Local Educational Agency Plan goals?:

A goal of the Local Educational Agency is to create a positive school culture. Student engagement in athletics, activities, after school programs, and attendance at school-sanctioned events fosters a positive school culture and a deeper connection and pride to our school community.

What did the analysis of the data reveal that led you to this goal?

The analysis of the data revealed that student engagement is an area of growth for Delhi High School. The data also revealed that it is incumbent upon school staff to be sure that students and parents are being regularly informed and engaged as to the variety of opportunities that are available.

Which stakeholders were involved in analyzing data and developing this goal?

Stakeholders involved in analyzing data for this goal include site administration, School Site Council, ELAC, and a site leadership team comprised of certificated staff and classified staff.

Anticipated annual growth:

Expected growth is 2.5% to 5% in student engagement school wide.

Means of evaluating progress toward this goal:

Data will be collected in a number of ways. First, the high school will now begin tracking student attendance at events utilizing various data capturing methods. Data will also be collected via athletic and club participant rosters; as well as, attendance reporting from the after-school program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of growth in student engagement and participation in athletics, activities, clubs, and our after school program (SWAG Lab).	Delhi High School had 863 student participants in clubs in 2018-2019. Data is composed of duplicated students. Delhi High School had 433 students participating in athletics in 2018-2019. Data is composed of duplicated students.	Expected growth is 2.5% to 5% in student engagement, per year, starting with 2012-2022 due to the impact of the COVID-19 pandemic in 2019-2020 and 2020-2021.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Delhi High School Students

Strategy/Activity

Data Capture

Task:

Digital devices must be made available at school events for students to sign in digitally. The promotion of digital sign-in is an additional priority so that students know that they may sign in with their own devices. Other data collection forms may include ticket sales and hard copy sign-in sheets for club meetings and our after school program (SWAG Lab).

Measures:

Measures will be the total number of student sign-ins.

People Assigned:

Office support staff, administration, athletic, and activities director.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$3,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Delhi High School Students

Strategy/Activity

Club and SWAG Lab Participant Promotion

Task:

The site will plan opportunities for clubs and our SWAG Lab to self promote and actively recruit students, such as club rush weeks, social media promotions, email, and mass mailings.

Measures:

Club participant rosters.

Student sign-ins for meetings.

Daily sign-in for the SWAG Lab.

People Assigned:

Office support staff, administration, ASP director, and activities director.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$2,000.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Delhi High School Students

Strategy/Activity

IMAGO

All Delhi High School certificated staff members will participate in workshops to increase their proficiency in the use of the IMAGO platform, designed to enhance and support social and emotional learning. Additionally, all staff and students will receive IMAGO accounts that provide unlimited access to 250 expert-led lessons on a web-based platform.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$9,000.00

Source(s)

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2018-2019 school year, Delhi High School actively tracked student participation in clubs, activities, and athletics utilizing a new digital platform. The implementation of using the system allowed for the site to create true baseline data on student participation on campus. Delhi High School was able to establish that 86.6% of students participated in at least one event on campus. Furthermore, 73.3% of students participated in at least two school-based events. Due to the COVID-19 pandemic, 2019-2020 and 2020-2021 will not be able to be used as comparison years towards the growth targets of this goal. 2021-2022 will be the first year used as a comparison year for the growth targets in this goal.

Delhi High School had 863 student participants in clubs in 2018-2019. Data is composed of duplicated students.

Delhi High School had 433 students participating in athletics in 2018-2019. Data is composed of duplicated students.

In the 2018-2019 school year, Delhi High School established student engagement numbers as a baseline for measurement moving forward. Unfortunately, due to the COVID-19 pandemic, 2019-2020 and 2020-2021 will not be able to be used as comparison years towards the growth targets of this goal. 2021-2022 will be the first year used as a comparison year for the growth targets in this goal. Delhi High School has reestablished the After School Program (SWAG Lab) and will actively "chase" the students who are not engaged in activities and athletics, as well as encouraging those

who are engaged in those activities to still be a part of the plethora of activities that are provided within the SWAG Lab structure.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal of student engagement may also include attendance and suspension rates as a more connected and positive climate should also correlate positively with and increase in daily attendance and a decrease in negative behaviors.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Pupil Outcomes

LEA/LCAP Goal

LEA Goal:

Educational Excellence

LCAP Goal:

Goal Area 2: State Priority: Pupil Outcomes - Delhi Unified School District will ensure Pupil Outcomes exhibit access, equity, and achievement

Goal 4

Delhi High School District will ensure Pupil Outcomes exhibit access, equity, and achievement in research-based instructional and support programs focused on:

- a. Increase achievement for all students in Math and ELA by 2.5% - 5% over the base year 2018-2019 across two years. Due to the COVID pandemic, no state reporting took place for the 2019-20 school year as no standardized testing took place for that year. The 2020-2021 school year has been fully impacted by the pandemic and as such, the initial comparison year against the 2018-2019 baseline will be 2021-2022.
- b. Increase a-g (UC/CSU) course completion rate by 2.5% - 5% over base year 2018-2019 across two years.
- c. Increase AP Enrollment and Pass rate by 2.5% - 5% over the base year 2018-2019 across two years.
- d. Increase CTE Enrollment by 2.5% - 5% over the base year 2018-2019 across two years.

CAASPP data -

2018-2019 Student English achievement data was utilized to continue this goal. The 2018-2019 data shows a growth trend emerging.

Delhi High School had approximately 51% of students Meet or Exceed standards in English as measured by the Spring 2019 CAASPP.

Delhi High School had approximately 47% of students Meet or Exceed standards in English as measured by the Spring 2018 CAASPP.

Delhi High School had approximately 54% of students Meet or Exceed standards in English as measured by the Spring 2017 CAASPP.

2018-2019 Student math achievement data was utilized to continue this goal. The 2018-2019 data show a slight growth trend.

Delhi High School had approximately 11.5% of students Meet or Exceed standards in Mathematics as measured by Spring 2019 CAASPP.

Delhi High School had approximately 11% of students Meet or Exceed standards in Mathematics as measured by Spring 2018 CAASPP.

Delhi High School had approximately 14% of students Meet or Exceed standards in Mathematics as measured by Spring 2017 CAASPP.

AP Enrollment and Pass rate data -

2019-2020 12.4% Enrollment rate. 46% AP pass rate.

2018-2019 12.2% Enrollment rate. 51.1% AP pass rate.

2017-2018 12.6% Enrollment rate. 39% AP pass rate.

CTE Enrollment -

2019-2020 - 72% CTE enrollment rate.

2018-2019 - 67% CTE enrollment rate.

2017-2018 - 39% CTE enrollment rate.

A-G approved courses -

2019-2020 63 A-G approved courses.

2018-2019 60 A-G approved courses.

2017-2018 58 A-G approved courses.

Group data to be collected to measure gains:

Data will be monitored annually evaluated for improvements.

Strategy:

Increased A-G approved courses, promote CTE pathways, promote AP enrollment, and targeted improvement in SBAC achievement.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students for this year will be all students. Specifically, 11th grade as they will be assessed in ELA and Mathematics by the CAASPP. Furthermore, all grade levels are tracked for A-G completion, AP enrollment and pass rate, and CTE course enrollment.

How does this goal align with your Local Educational Agency Plan goals?:

Delhi High School is striving for Educational Excellence. Improved achievement rates will demonstrate Delhi High School's alignment with the Local Educational Agency's goal of striving for Educational Excellence.

What did the analysis of the data reveal that led you to this goal?

The analysis of data revealed that improved achievement in the areas of ELA, Math, A-G completion, AP enrollment and pass rate, and CTE enrollment is warranted in Delhi High School's pursuit of improved student outcomes and educational excellence.

Which stakeholders were involved in analyzing data and developing this goal?

Stakeholders involved in analyzing data for this goal include site administration, School Site Council, ELAC, and a site leadership team comprised of certificated staff and classified staff.

Anticipated annual growth for each group (EL's SPED, Foster/Homeless):

2.5% - 5% growth is expected over the next two years for all sub groups.

Means of evaluating progress toward this goal:

Student achievement data on the SBAC, registration data in CTE courses, A-G course completion rate, and Advanced Placement enrollment and pass rate.

Identified Need

What data did you use to form this goal (findings from data analysis)?

CAASPP data

AP enrollment and score data

CTE enrollment

A-G approved course list and enrollment data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student achievement data on the SBAC, registration data in CTE courses, A-G course completion rate, and Advanced Placement enrollment and pass rate.	<p>Delhi High School had approximately 51% of students Meet or Exceed standards in English as measured by the Spring 2019 CAASPP.</p> <p>Delhi High School had approximately 11% of students Meet or Exceed standards in Mathematics as measured by Spring 2019 CAASPP.</p> <p>2018-2019 12.2% Enrollment rate. 51.1% AP pass rate.</p> <p>018-2019 - 67% CTE enrollment rate.</p> <p>2018-2019 60 A-G approved courses.</p>	<p>2.5% - 5% growth is expected identified over the next two years. The 2020-2021 school year has been fully impacted by the pandemic and as such, the initial comparison year against the 2018-2019 baseline will be 2021-2022 as represented by a complete in person academic year.</p> <p>It is important to note that the 2019-20 school year did see growth in each area, with a 5% jump in enrollment for CTE.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Delhi High School Students

Strategy/Activity

Supplemental Math Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$24,750.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Supplemental, Research-based Mathematics Instruction; Supplemental, Campus-based Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Delhi High School Students

Strategy/Activity

Increase A-G course offerings

Delhi High School will continue to add courses that are approved A-G courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Delhi High School Students

Strategy/Activity

Increase AP Enrollment and Pass Rate

Delhi High School will continue to promote enrollment and support staff and students in achieving success in Advanced Placement courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Delhi High School Students

Strategy/Activity

Increase CTE Enrollment

Delhi High School will properly schedule, sequence, and monitor the progress of students completing career technical education pathways. To ensure that CTE pathways, yearly data, and additional support are provided to all pathway students and teachers; this plan supports the funding of a 6-hour guidance technician position.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$41,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Delhi High School Students

Strategy/Activity

Supplemental, Instructional Support

Throughout the academic year 2020-2021, Delhi High School certificated staff will participate in continued site-level professional development facilitated by a consultant, to continue the implementation of our Impact Team PLC work and teacher clarity instructional and lesson planning strategies. The professional development is grounded in curriculum, instruction, and assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$40,000.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Support for Lesson Writing and Lesson Implementation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Delhi High School students

Strategy/Activity

Academic Workshop

Delhi High School staff will provide supplemental instruction and intervention time to re-teach conceptual understanding and ensure that students have every opportunity to improve upon their learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$48,650.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In an effort to support all students in improving academic pupil outcomes, Delhi High School continues to take a strategic approach to site-level Professional Development. An instructional consultant was acquired to support the 2019-2020 and 2020-2021 academic years in order to build a more robust PLC and teacher-led framework for collaboration, lesson planning, and instruction. Throughout the academic years 2019-2020 and 2020-2021, Delhi High School certificated staff has continued to participate in site-level professional development facilitated by a consultant, to continue the implementation of our Impact Team PLC work and teacher clarity instructional and lesson planning strategies. The professional development is grounded in curriculum, instruction, and assessment; and continues to build upon prior professional development in EDI from prior years.

CAASPP data -

2018-2019 Student English achievement data was utilized to continue this goal. The 2018-2019 data shows a growth trend emerging.

Delhi High School had approximately 51% of students Meet or Exceed standards in English as measured by the Spring 2019 CAASPP.

Delhi High School had approximately 47% of students Meet or Exceed standards in English as measured by the Spring 2018 CAASPP.

Delhi High School had approximately 54% of students Meet or Exceed standards in English as measured by the Spring 2017 CAASPP.

Delhi High School had approximately 62% of students Meet or Exceed standards in English as measured by the Spring 2016 CAASPP.

2018-2019 Student math achievement data was utilized to continue this goal. The 2018-2019 data show a slight growth trend.

Delhi High School had approximately 11.5% of students Meet or Exceed standards in Mathematics as measured by Spring 2019 CAASPP.

Delhi High School had approximately 11% of students Meet or Exceed standards in Mathematics as measured by Spring 2018 CAASPP.

Delhi High School had approximately 14% of students Meet or Exceed standards in Mathematics as measured by Spring 2017 CAASPP.

Delhi High School had approximately 22% of students Meet or Exceed standards in Mathematics as measured by Spring 2016 CAASPP.

AP Enrollment and Pass rate data -

2019-2020 12.4% Enrollment rate. 46% AP pass rate.

2018-2019 12.2% Enrollment rate. 51.1% AP pass rate.

2017-2018 12.6% Enrollment rate. 39% AP pass rate.

CTE Enrollment -

2019-2020 -

2018-2019 - 67% CTE enrollment rate.

2017-2018 - 39% CTE enrollment rate.

A-G approved courses -

2019-2020 63 A-G approved courses.

2018-2019 60 A-G approved courses.

2017-2018 58 A-G approved courses.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Homeless and Foster Youth

LEA/LCAP Goal

Increased or Improved Services For Homeless or Foster Youth

Goal 5

Support for Homeless and Foster Youth

Identified Need

While all students are suffering during the pandemic, Homeless and Foster Youth who already live in a fragile environment, are widely accepted to be the most at risk of "falling through the cracks". To address these concerns, the Print Shop Clerk has been assigned the responsibility of contacting the families of Homeless and Foster Youth at least once each week so as to gather information on the needs of the student(s) for distance learning, social-emotional support, physical needs, and health needs through the district contract for Telemedicine (Hazel Health). Information gathered is shared with the Principal and all applicable departments for support and resolution. Information and resources to homeless households will be provided for items such as housing, food, school supplies, and backpacks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Homeless and Foster Students

Strategy/Activity

Delhi High School has 25 students enrolled who are designated as either homeless or in foster care. Funding will be set aside to ensure that the basic needs of these students can be supported, to include purchasing food, school supplies, and backpacks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$2,500.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$326,191.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$211,220.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$53,000.00
Title I Part A: Basic Grants Low-Income and Neglected	\$154,220.00
Title I Part A: Parent Involvement	\$4,000.00

Subtotal of additional federal funds included for this school: \$211,220.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Total of federal, state, and/or local funds for this school: \$211,220.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	\$53,000.00
Title I Part A: Basic Grants Low-Income and Neglected	\$154,220.00
Title I Part A: Parent Involvement	\$4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	\$53,000.00
	Title I Part A: Basic Grants Low-Income and Neglected	\$154,220.00
	Title I Part A: Parent Involvement	\$4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	\$4,000.00
Goal 2	\$36,320.00
Goal 3	\$14,000.00
Goal 4	\$154,400.00
Goal 5	\$2,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 0 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Alejandra Estrella	Secondary Student
Howard Tremble	Classroom Teacher
Yee Vang	Classroom Teacher
Naomi Cortez	Secondary Student
Hannah Coleman	Classroom Teacher
Adeline Amador	Classroom Teacher
Diana Pulido	Parent or Community Member
Rosa Hernandez	Parent or Community Member
Aaliyah Cortez	Secondary Student
Dr. Cristian Miley	Principal
Veronica Aguilar	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee	Signature on file
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 01/07/2021.

Attested:

Principal, Dr. Cristian Miley on 01/07/2021

SSC Chairperson, Hannah Coleman on 01/07/2021