

SPSA 2019-20

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Delhi Unified District



Delhi High

Local Board Approval Date: **02/11/2020**

Schoolsite Council (SSC) Approval Date: **11/19/2019**

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SchoolCity

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)

Delhi High School operates a Schoolwide Title I Program (SWP). As part of this implementation, our school conducts an annual comprehensive school needs assessment and uses that information to develop a plan to support student learning that is then continuously evaluated to ensure the:

Implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]);

Effectiveness in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards (34 CFR 200.26[c][2]; and

Revision of the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).

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 (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.

Delhi High School will create actions and activities aligned to those of the Delhi Unified School District to meet the ESSA requirements under Title I, Title II, Title III, and Title IV. Specifically:

Title I deals with Parent Involvement, Educator Equity, and the establishment and maintenance of programs that improve the educational opportunities of low-income and disadvantaged students;

Title II deals with Professional Development to Support Teachers, Other School Leaders, and Administrators;

Title III deals with English Learner Support Through Staff Training, Programmatic Quality, and Activities to Ensure English Proficiency and Academic Achievement; and

Title IV deals with Student access to, and opportunities for a well-rounded education for all students; school conditions for student learning in order to create a healthy and safe school environment; and access to personalized learning experiences supported by technology and professional development for effective use of data and technology.

The ESSA requirements mentioned above are aligned to DUSD's Local Control Accountability Plan. To achieve this, the Delhi Board of Trustees has approved the LCAP which focuses on four main goals:

Goal 1 – Engagement - Delhi Unified School District will ensure active parent involvement and student engagement through

support staff and supplies for outreach activities; and through parent focus groups; as well as learning opportunities for parents through high level training.

Goal 2 – Pupil Outcomes - Delhi Unified School District will ensure Pupil Outcomes exhibit access, equity, and achievement in research based instructional and support programs through career/vocational elective courses at the high school; a special education aide in middle school; TK-12 ELD support staff; and music, PE, and summer school programs in elementary grades.

Goal 3 – Conditions of Learning – Delhi Unified School District will provide high quality, equitable Conditions of Learning for each student through small class sizes in grades TK-2; the creation of a middle school; support for elementary and middle school GATE students; high school academic counselors; the recruitment and retention of high quality staff and extension of the instructional day for grades TK-3 and 7 and 8; and a number of additional high leverage activities.

Goal 4 – Engagement - Delhi Unified School District will ensure student Engagement through providing site support for health and safety (Hazel Health, Ripple Effects, IMAGO); hiring student support counselors, a School Resource Officer, and expanding security and supervision for schools and surrounding areas; supporting PBIS at sites; and operating a summer recreational program.

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 stakeholders in the development of the SPSA for 2019-2020. The 2018-2019 SPSA was reviewed at the School Site Council meeting that convened on September 15, 2019. The annual review was conducted on September 30, 2019, at School Site Council meeting. Proposal for the 2019-2020 SPSA was held on November 4, 2019, at School Site Council meeting. The Delhi High School English Language Learner Advisor Committee also provided input on the development of the school wide plan on October 24, 2019, and November 6, 2019. Delhi High School certificated staff was consulted and provided an opportunity for input on November 4, 2019 during faculty meeting. The School Site Council approved the SPSA on November 19, 2019.

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.

Goals, Strategies, Expenditures, & Annual Review

GOAL 1

Goal Area: Parental Involvement

Goal Title: Parent Involvement

LEA Goal:

- Community Relations

State Priorities:

- 3 - Parent Involvement

LCAP Goal:

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

WASC Goal:

- Delhi High School develop a positive school culture that will lead to increased daily attendance, increased academic achievement, and an increase of school spirit

Identified Need:

Goal Statement:

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

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 will be utilized to establish a new baseline.

During the 2017-2018 school year, Delhi High School accumulated 1,867 documented instances of parental engagement. This is a 57% increase in parental engagement from the baseline year of 2016-2017.

Data used to form baseline of this goal stems from 2016-2017 parent sign in sheets from school hosted events. The findings from the data revealed that there were 1,074 total parent signatures from parents who attended school events.

Events included stakeholder meetings. Stakeholder meetings included district LCAP meetings, Report Card Nights, Back to School Night, School Site Council meetings, ELAC meetings, Breakfast with the Principal, and Coffee with the Counselors.

Analysis reveals that not all parent engagement is being tracked. Parents engage at other events. For instance, athletic and Visual and Performing Arts events. The data reveals Parent Engagement can be improved in traditional stakeholder meetings, and will now be tracked at all events.

Group data to be collected to measure gains:

Sign in sheets at Delhi High School events. The data will be tabulated monthly to demonstrate progress towards the goal.

Findings will be reported to site leadership team. This data will then drive promotions and incentives for parents to engage.

Strategy:

Strategies to improve parental involvement will include increased promotion of events by utilizing digital platforms. The site administration will also incentivize parental involvement during school activities.

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

The site will also target students who have not had parent attend stakeholder meetings.

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

A Local Educational Agency's 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 Local Educational Agency.

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. Though the trend is positive across the district, Delhi High School will strive to track engagement at all events; as well as, continue to improve engagement in stakeholder specific events.

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 site leadership team comprised of certificated staff.

Anticipated annual growth for each group:

The expected growth is 2.5% to 5% of baseline.

Means of evaluating progress toward this goal:

Data collected from parent sign in sheets, will be compared to student grades in core academic areas.

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.

STRATEGY/ACTIVITY 1

Strategy Title: Parent Engagement

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

Promotion of all Delhi High School events. Promotion will occur via parent square announcements, email, mailings, school website, phone calls, and text messaging. Incentives will be purchased for raffle and distribution at school sponsored events.

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

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Food and Incentives	\$2,920.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

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 accumulated 1,853 documented stakeholder engagements. This is a slight decrease from the 2017-2018 school year. Yet the numbers accumulated are a significant improvement from baseline year of 2016-2017. Baseline year 2016-2017 had 1,067 documented parent engagement. The growth over two years is approximately 57%, which 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. 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 may be strengthened by beginning to actively engage parents who have not attended events in the past. Specifically, Delhi High School will recruit parents of students who are identified English Learners, Students with Disabilities and students who are not on-track with A-G completion rates or who are "not prepared" as measured by the College and Career Indicator.

GOAL 2

Goal Area: LCAP Priority 4 - Pupil Achievement

Goal Title: English Learner Achievement

LEA Goal:

- Educational Excellence

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

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

WASC Goal:

- All English Learners will achieve academic success: Title III, CELDT (ELPAC), Cross Curricular Content Literacy

Identified Need:

Goal Statement:

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 base year 2018-2019 across two years in CAASPP English and Mathematics.
- b. Increase Reclassification percentage by 2.5% - 5% over base year 2018-2019 across two years.

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

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

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

2016-2017 - English Learner proficiency in English "met or exceeded standards" - 9%

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

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

2016-2017 - English Learner proficiency in Mathematics "met or exceeded standards" - 4%

2018-2019 - 26% of Delhi High School English Learner students were classified.

2017-2018 - 20% of Delhi High School English Learner students were reclassified.

2016-2017 - 0% of Delhi High School English Learner were reclassified.

Group data to be collected to measure gains:

The English Learner clerk will monitor data weekly for the EL student population. Evaluation of data will occur at site leadership meetings weekly to make adjustments in instructional program for EL student population.

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 of the English Learners LTELs need specific support.

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

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

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 site leadership team comprised of certificated staff.

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.

STRATEGY/ACTIVITY 1

Strategy Title: Newcomer Student Plan

Students to be Served by this Strategy/Activity:

Newcomer English Learners

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 Newcomer Academy, 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 grade level cohorts. This allows the teacher's Newcomer support and Instructional Aide support to be directed more effectively.

Revised from 2018-2019 to 2019-2020

Measures:

ELPAC progress, Grades

People Assigned:

Site Administration, EL Clerk, Counseling department

STRATEGY/ACTIVITY 3

Strategy Title: Additional Staffing

Students to be Served by this Strategy/Activity:

LTEL, General Education

Strategy/Activity:

Delhi High School will supplement 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 1.5 hours per day - \$6,450.64

Supplemental 6.5 hour instructional aide - \$9,237.15

Supplemental 2 hours per day and benefits for school year - \$18,512.45

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Staffing	\$34,900.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

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 English achievement, Delhi High School had three English Learners meet or exceed 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 slight improvement in 2018-2019, Delhi High School must continue to strive to improve outcomes for English Learners.

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 learners completed interim assessments and participated in CAASPP focused Wednesday instructional time.

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.

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 be implemented.

GOAL 3

Goal Area: LCAP Priority 6 - School Climate

Goal Title: Student Engagement

LEA Goal:

- Positive Culture

State Priorities:

- 6 - School Climate

LCAP Goal:

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

WASC Goal:

- Delhi High School develop a positive school culture that will lead to increased daily attendance, increased academic achievement, and an increase of school spirit

Identified Need:**Goal Statement:**

Delhi High School will ensure student engagement through:

- increased attendance at school events 2.5% – 5% from base year 2018-2019 across two years.
- increased involvement in student clubs 2.5% – 5% from base year 2018-2019 across two years.
- increased involvement in athletics 2.5% – 5% from base year 2018-2019 across two years.
- increased involvement in after school programs 2.5% – 5% from base year 2019-2020 across two years. The After School Program at Delhi High School ended 2018-2019, and is reestablished in 2019-2020. Academic year 2019-2020 will serve as baseline.

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 was 863. This number reflects duplicated students involved in multiple activities. 2018-2019 433 students participated in athletics. The total of 433, includes 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 reflect 181 students involved. Student athletic team rosters for the 2017-2018 school year reflect 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 utilized the 5-Star digital application and this year's data will serve as a baseline in the future. Data was secured from 2016-2017 athletic team rosters, club participant rosters, and after school program attendance records. Findings from the data revealed that there are a significant number of students not actively engaged with extracurricular activities. Consequently, it is a goal of the site to capture all and engage all students in athletics, activities, or after school program.

Group data to be collected to measure gains:

Quarterly data reports will be compiled and evaluated to ensure site is achieving goal.

Strategy:

The goal will be articulated to staff and students and progress towards goals will also be shared.

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

Delhi High School students who are not actively involved in activities, athletics, arts.

How does this goal align to 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.

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.

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 site leadership team comprised of certificated staff.

Anticipated annual growth for each group:

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

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 after school program.

STRATEGY/ACTIVITY 1

Strategy Title: Data Capture

Students to be Served by this Strategy/Activity:

All Delhi High School Students

Strategy/Activity:

Task:

Digital device must be made available at school events for student's to sign in digitally. Promotion of digital sign in must also occur so that students may sign in with own device. Other data collection forms may include ticket sales and hard copy sign in.

Measures:

Measures will be total number of student sign in.

People Assigned:

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

STRATEGY/ACTIVITY 2

Strategy Title: Club Participant Promotion

Students to be Served by this Strategy/Activity:

All Delhi High School Students

Strategy/Activity:

Task:

The site will plan opportunities for clubs to self promote and actively recruit students.

Measures:

Club participant rosters.
 Student sign in for meetings.

People Assigned:

Office support staff, administration, and activities director.

STRATEGY/ACTIVITY 3

Strategy Title: Best Behavior / PBIS Workshop
 Students to be Served by this Strategy/Activity:

All Students

Strategy/Activity:

All staff members at Delhi High School certificated staff will participate in workshops grounded in Best Behavior and PBIS practices facilitated by Dr. Jefferey Sprague.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Title I, Part A, Basic Grants		\$9,000.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

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 events.

Delhi High School had 863 student participants in clubs. Data is comprised of duplicated students.

Delhi High School had 323 student athletes. Data is comprised of duplicated students.

2018-2019 school year, Delhi High School established engagement numbers for baseline moving forward. Delhi High School has reestablished After School Program and will actively "chase" the students who are not engaged in activities and athletics.

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 need to also include attendance and suspension rates.

GOAL 4

Goal Area: Pupil Outcomes

Goal Title: Pupil Outcomes

LEA Goal:

- Educational Excellence

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

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

WASC Goal:

- Increase student proficiency rates in all core classes, alignment between daily instruction to common core standards, staff development plan on effective instructional strategies aligned with common core standards

Identified Need:

Goal Statement:

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

- Increase achievement for all students in Math and ELA by 2.5% - 5% over base year 2018-2019 across two years.
- Increase a-g (UC/CSU) course completion rate by 2.5% - 5% over base year 2018-2019 across two years.
- Increase AP Enrollment and Pass rate by 2.5% - 5% over base year 2018-2019 across two years.
- Increase CTE Enrollment by 2.5% - 5% over base year 2018-2019 across two years.

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

2018-2019 Student achievement data was utilized to continue this goal.

- Delhi High School had approximately 51% of students Meet or Exceed Standards as measured by the Spring 2019 CAASPP.
- Delhi High School had approximately 47% of students Meet or Exceed Standards as measured by the Spring 2018 CAASPP.
- Delhi High School had 54% of students Meet or Exceed standards in English as measured by the Spring 2017 CAASPP.
- Delhi High School had 62% of students Meet or Exceed standards in English as measured by the Spring 2016 CAASPP.

2017-2018 Student achievement data was utilized to continue this goal. The three year Mathematics Achievement demonstrates a downward trend.

- Delhi High School had approximately 11% 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 14% of students Meet or Exceed standards in Mathematics as measured by Spring 2017 CAASPP.
- Delhi High School had 22% of students Meet or Exceed standards in Mathematics as measured by Spring 2016 CAASPP.

Also reviewed was the AP Enrollment and Pass rate for Delhi High School in the 2016-2017 school year.

- 2018-2019 12% Enrollment rate. 51.1% AP pass rate
- 2017-2018 23% Enrollment rate. 30% AP pass rate.
- 2016-2017 20% Enrollment rate. 25% AP pass rate.

CTE Enrollment

2018-2019 - 67% CTE enrollment rate.

2017-2018 - 39% CTE enrollment rate.

2016-2017 - 39% CTE enrollment rate.

A-G approved courses

2017-2018 58 A-G approved courses.

2016-2017 55 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 target 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 to your Local Educational Agency Plan goals?:

Delhi High School is striving for Educational Excellence. Improve achievement rates will demonstrate Delhi High School alignment with Local Educational Agency in 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?

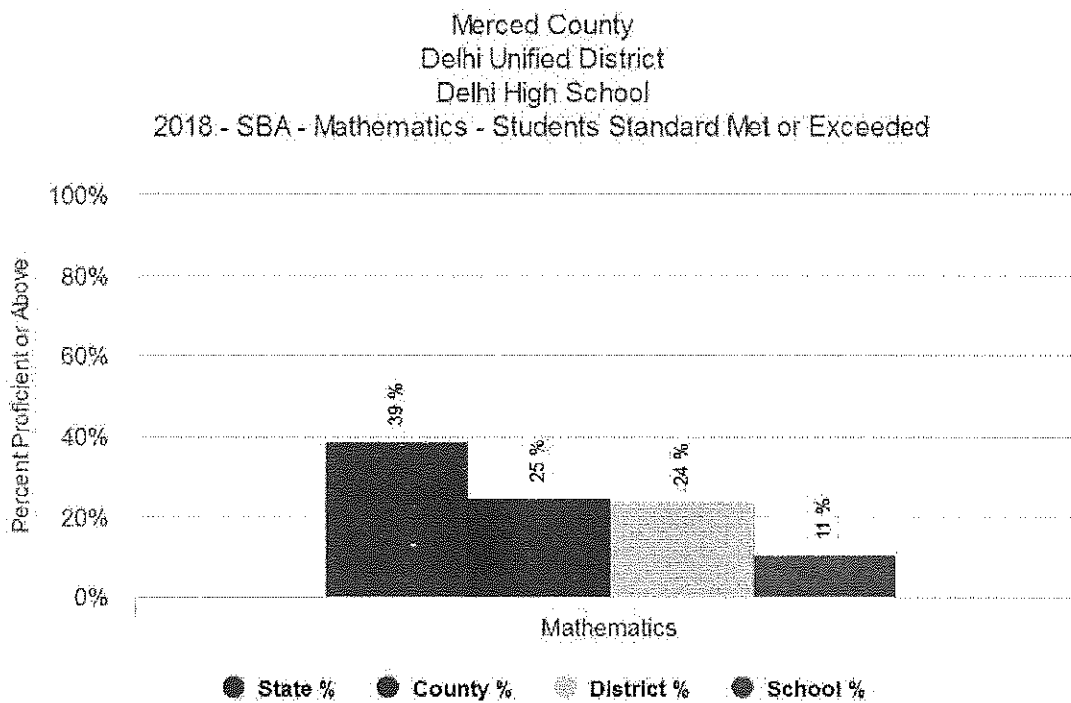
Stakeholders involved in analyzing data for this goal include site administration, School Site Council, ELAC, and site leadership team comprised of certificated staff.

Anticipated annual growth for each group:

2.5% - 5% growth is expected identified over the next two years.

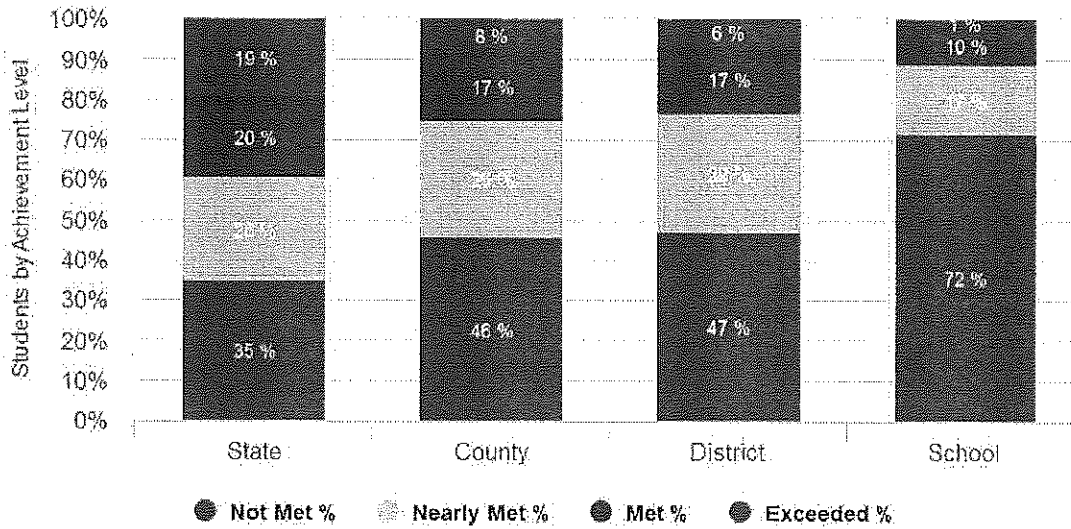
Means of evaluating progress toward this goal:

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



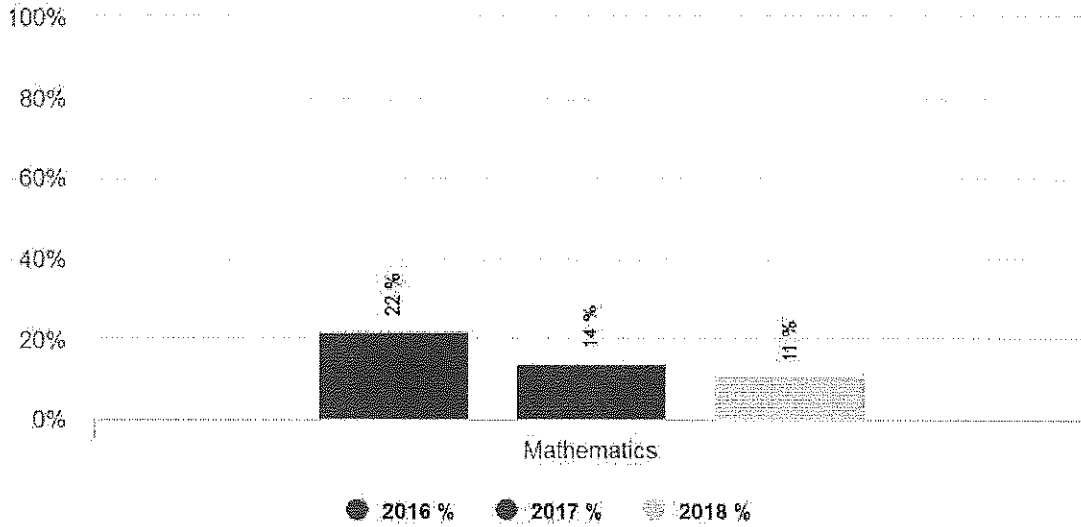
Mathematics	
State %	39
State #	1,231,920
County %	25
County #	7,651
District %	24
District #	328
School %	11
School #	18

Merced County
Delhi Unified District
Delhi High School
2018 - SBA - Mathematics - Students by proficiency level



	State	County	District	School
Not Met %	35	46	47	72
Not Met #	1,116,681	13,994	649	122
Nearly Met %	26	29	29	17
Nearly Met #	828,718	8,822	400	29
Met %	20	17	17	10
Met #	637,475	5,172	235	17
Exceeded %	19	8	6	1
Exceeded #	605,601	2,434	83	2

Merced County
Delhi Unified District
Delhi High School
2016 to 2018 - SBA - Mathematics - Students Standard Met or Exceeded



Mathematics	
2016 %	22
2016 #	37
2017 %	14
2017 #	23
2018 %	11
2018 #	18

STRATEGY/ACTIVITY 1

Strategy Title: Supplemental Math Support

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Supplemental, Research-based Mathematics Instruction; Supplemental, Campus-based Professional Development	\$24,750.00

STRATEGY/ACTIVITY 4

Strategy Title: Increase A-G courses

Students to be Served by this Strategy/Activity:

All Delhi High School Students

Strategy/Activity:

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

STRATEGY/ACTIVITY 5

Strategy Title: AP Enrollment and Pass Rate

Students to be Served by this Strategy/Activity:

All Delhi High School Students

Strategy/Activity:

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

STRATEGY/ACTIVITY 6

Strategy Title: CTE Enrollment

Students to be Served by this Strategy/Activity:

All Delhi High School Students

Strategy/Activity:

Delhi High School will properly schedule, sequence and monitor the progress of students completing career technical education pathways.

STRATEGY/ACTIVITY 7

Strategy Title: Supplemental, Instructional Support

Students to be Served by this Strategy/Activity:

All Delhi High School Students

Strategy/Activity:

Throughout the academic year 2019-2020, Delhi High School certificated staff will participate in site level professional development facilitated by a consultant. The professional development is grounded in curriculum, instruction and assessment.

Proposed Expenditures for this Strategy/Activity

Source

Budget Reference

Amount

Title I, Part A, Basic Grants

Support for Lesson Writing and Lesson Implementation

\$75,900.00

STRATEGY/ACTIVITY 8

Strategy Title: Academic Workshop

Students to be Served by this Strategy/Activity:

All students

Strategy/Activity:

Delhi High School staff will provide supplemental instruction and intervention time to re teach and pre teach conceptual understanding.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Title I, Part A, Basic Grants		\$48,650.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

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 took an aggressive approach to site level Professional Development. A instructional consultant was acquired for 60 days of support during the 2018-2019 academic year. Site level professional development included: EDI workshops, co-teaching, co-planning, individual teaching, individual planning. Beyond individualized teacher professional development, many staff members participated in walk through observations. The observations were conducted with a protocol and forced observers to evaluate the student experience. Also, of special note, days were utilized to develop the Curriculum Instruction and Assessment Professional Development for the 2019-2020 academic year.

2017-2018 Student achievement data was utilized to continue this goal. The three year English Achievement demonstrates a downward trend.

Delhi High School had 51% of students Meet or Exceed Standards.

Delhi High School had 47% of students Meet or Exceed Standards as measured by the Spring 2018 CAASPP.

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

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

2017-2018 Student achievement data was utilized to continue this goal. The three year Mathematics Achievement demonstrates a downward trend.

Delhi High School 11.5%

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

Delhi High School had 14% of students Meet or Exceed standards in Mathematics as measured by Spring 2017 CAASPP.
Delhi High School had 22% of students Meet or Exceed standards in Mathematics as measured by Spring 2016 CAASPP.

Also reviewed was the AP Enrollment and Pass rate for Delhi High School in the 2016-2017 school year.

2018-2019 12% Enrollment rate 51.1% AP pass rate

2017-2018 23% Enrollment rate. 38.9% AP pass rate.

2016-2017 20% Enrollment rate. 36.7% pass rate.

CTE Enrollment

2018-2019 - 67% CTE enrollment

2017-2018 - 39% CTE enrollment rate.

2016-2017 - 39% CTE enrollment rate.

A-G approved courses

2018-2019 60 A-G approved courses

2017-2018 58 A-G approved courses

2016-2017 55 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.

BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$196,120.00
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	\$196,120.00

OTHER FEDERAL, STATE, AND LOCAL FUNDS

List of the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)	Expenditure (\$)
- Title I, Part A, Basic Grants	\$196,120.00	\$196,120.00
Allocated subtotal of consolidated federal funds for this school:		\$196,120.00
Expenditure subtotal of consolidated federal funds for this school:		\$196,120.00
Allocated total of federal, state, and/or local funds for this school:		\$196,120.00
Expenditure total of federal, state, and/or local funds for this school:		\$196,120.00

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Michael Navarro	Secondary Student		11/04/2019
Erika Pilcher	Classroom Teacher	epilcher@delhiusd.org	11/04/2019
Brian de la Porte	Classroom Teacher	bdelaporte@delhiusd.org	11/04/2019
Alondra Mercado	Secondary Student		11/04/2019
Hannah Coleman	Classroom Teacher	hcoleman@delhiusd.org	11/04/2019
Adeline Amador	Classroom Teacher	aadmador@delhiusd.org	11/04/2019
Diana Pulido	Parent or Community Member		11/04/2019
Rosa Hernandez	Parent or Community Member		11/04/2019
Aryanna Salazar	Secondary Student		11/04/2019
Brett Nickelson	Principal	bnickelson@delhiusd.org	11/04/2019

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	4	0	2	3

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

ELAC

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4. 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.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

11/04/2019

Attested:

Brett Nickelson, Principal

Typed name of School Principal

Brett Nickelson

Signature of School Principal

11/19/19

Date

Hannah Coleman

Typed name of SSC Chairperson

Hannah Coleman

Signature of SSC Chairperson

11/19/19

Date