



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Robert F. Kennedy High School
<b>Address</b>	1401 Hiett Avenue Delano, CA 93215
<b>County-District-School (CDS) Code</b>	15634120116384
<b>Principal</b>	Raudel Rojas
<b>District Name</b>	Delano Joint Union High School District
<b>SPSA Revision Date</b>	9-08-2017
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Robert F. Kennedy's Professional Learning Community is committed to providing a climate of respect and fairness in which all students meet their full potential and experience academic excellence everyday. Each student will be provided with the tools to succeed in a post-secondary education and a career in order to become a productive member of society.

The Mission and purpose of Robert F. Kennedy High School was developed through the collaboration of community members, faculty, staff and administration in August 2008. The faculty at RFKHS aligns and refines the curriculum to standards-based learning. The scope and sequence for each academic core is directly aligned to Common Core State Standards and California State Standards.

## District Vision:

Delano Joint Union High School District students experience daily academic success through superior standards-based instruction. Each professional learning community team member is personally committed to creating a positive atmosphere of collaboration that promotes teaching and learning, a safe environment, and comparable resources for all students.

## School Vision: Statement: Student Learner Outcomes.

The Student Learning Outcomes at RFKHS are to create a vision of academic standards that will guide instructional staff. The implementation of the SLOs are discussed at staff and department level meetings. Also, SLOs are posted in every classroom and are reviewed and related to classroom instruction on a daily basis. Instructors equip our students with the ability to utilize information effectively and use higher order thinking skills, which will aid them in meeting the rigor of California state content standards benchmark assessments, such as the Formative Assessments of Core Standards (FACS), and serve as the basis for course-level exit exams. Thus, the SLOs ensure that each and every student is attaining a rigorous level of academic performance. Our goal is to empower students to become productive citizens, develop the skills necessary to promote self-worth and independence, knowledge, and creativity so that they can adapt to a world of accelerating change within a safe, supportive and secure school environment.

## Student Learning Outcomes

Robert F. Kennedy High School will produce GLOBAL students who are:

G – genuine when contributing to their community

L – legitimate when using technology

O – optimistic toward self-improvement

B – broad-minded when considering career opportunities

A – adaptable when solving problems

L – loyal to the legacy of RFK

# School Profile

Robert F. Kennedy High School (RFKHS) opened its doors August 13, 2008, as the third comprehensive high school in Delano. Robert F. Kennedy High School is located at 1401 Hiett Avenue and has an enrollment of approximately 1240 students. RFKHS, Cesar E. Chavez High School, and Delano High School are sister schools within the Delano Joint Union High School District, serving students in grades nine through twelve. Robert F. Kennedy High School employs 57 teachers, 4 full time counselors, 4 administrators, and approximately 28 support staff. Our departments include Language Arts, Mathematics, Science, Social Studies, Foreign Language, Business Education, State Requirements, Special Education, Physical Education, Art, Industrial Arts, and Music. All staff provides academic and emotional support to our students. We have additional support staff such as the school nurse, school psychologist, and a student affairs

specialists who follows-up and provides interventions for students with social, emotional, discipline, and attendance problems.

The Robert F. Kennedy High School campus is a state-of-the-art addition to the Delano Joint Union High School District. The campus is well-designed with the exterior of its campus constructed around a center architectural design exclusive to RFKHS. The architectural layout of the school consists of 36 general education classrooms, a science building, an Industrial Arts building, a Business/Engineering Technology building, a cafeteria, two gymnasiums, an administrative building and a lecture hall that includes a band room, choir room, and drama production facilities. At the conclusion of the 2012 school year, we completed our state-of-the-art library and football stadium. Robert F. Kennedy High School also features state-of-the-art technology in each of the classrooms which includes a Epson Multimedia Projector that can stream wireless video and internet and has PC Windows capability linked with the whiteboard at the front of the class.

The educational staff at RFKHS is committed to providing its students with a rigorous standards-based education that will help them succeed academically. Robert F. Kennedy High School's Professional Learning Community is committed to providing a climate of respect and fairness in which all students meet their full potential and experience academic excellence every day. Each student is provided with the tools to succeed in a post-secondary education and/or the skills necessary to become a productive member of society.

Robert F. Kennedy High School continues to model the District's academic curriculum. The educational staff in our district is committed to providing its students with a rigorous, above standards education that will help our students experience academic success. The Professional Learning Communities are committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students. In addition to the district curriculum, RFKHS offers unique courses of study such as Welding and Materials Joining, Building Skills, Engineering Technology, Business Management, and Medical Assisting. Each course is designed to provide rigorous curriculum and promote critical thinking skills for our students.

Our school offers students the opportunity to enroll in Career Technical Education Pathways: Performance Arts, Legal and Government Services, Business Management, Software and Systems Development, Engineering Technology, Medical Assisting, Welding, and Residential And Commercial Construction. Along with the pathways offered at our campus, some of our students participate in the North Kern occupational program which offers training in the medical, clerical, and automotive fields. For the 2018-2019 school year, RFK and Bakersfield College are offering Dual Enrollment for Spanish, English, U.S. History 17a/17b, four electronics courses in Industrial Automation, and College and Career Readiness. Additionally, we offer articulated courses in industrial arts. At the same time RFK is offering Dual Enrollment for Medical Assisting with Cerro Coso College and Business Management with Cal State Bakersfield. These Dual Enrollment and articulated courses integrate academic, career, and technical education in order to utilize work-based and work-site learning experiences.

Kennedy's faculty and staff are committed to providing its students with a rigorous, standards-based education that helps achieve academic success. This commitment is reflected in the many accolades and recognition Kennedy has received in its short tenure. Since 2011-2012 school year, Kennedy has ranked 10 out of 10 when compared to similar schools in California. U.S. News has repeatedly recognized Kennedy nationally with a US New and World Reports America's Best High Schools bronze medal award. Kennedy received the bronze medal, for the fourth time, in 2016 and most recently a silver medal in 2017 and 2018.

## 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

Robert F. Kennedy High School in coordination with district-wide efforts, seek input from all stakeholders during the school year as part of the annual LCAP approval process. Stakeholders meetings are held with school staff, students, parents and a community forum. In addition, in planning for the School Plan Student Achievement, meetings are held with School Site Council, school staff, ELAC, Title I, and district administration. On February, 13, 2018, an LCAP Stakeholder meeting was held with students. On March 14, 2018, an LCAP meeting was held with certificated and school staff.

For this year's SPSA, the process began last year with the WASC visit. The WASC report was included in the single school plan and sent revision to the WASC accreditation office. At the beginning of the semester, site administration met with department chairs and discussed the results for the 2017-2018 school year. Data was provided to department

chairs. Department Chairs were given time to analyze and provide SMART Goals for their department in order to achieve LCAP goals.

On September 5, RFK held our annual Back To School Night. Parents were given survey. On October 2nd, an ELAC and Title1 Meeting was held. Parents were given a needs assessment and opportunity to provide input for the SPSA for the 2018-2019 school year.

The district also consulted with the Delano Joint Union High School District Teachers Association and California School Employees Association in the review and analysis of the LCAP. An LCAP public forum was held on May 15, 2018 for review of the proposed actions for comment from the public. The summary of those meetings is outlined below.

Principals and Administrators:

LCAP stakeholder meetings were held on 7/31/2017; 9/22/2017; 9/28/2017; 10/5/2017; 10/30/2017; 11/3/2017, 11/6/2017; 11/14/2017.

LCAP data analysis, outcome analysis and performance analysis were conducted. Administration concurred with maintaining current actions, but reducing the opportunity programs. Administration also communicated the need for a special education resource teacher to close the academic achievement gap in SBAC English and mathematics. An additional music teacher was added at RFK for students to have access to a broad course of study; extending the teacher duty so that teachers are available after school to help students and meet with parents; and the addition of an intervention counselor at each comprehensive to reduce bullying, suspensions and expulsions.

Teachers:

LCAP stakeholder meetings were held on 11/29/17, 2/14/2018, 2/28/2018, 3/14/2018.

LCAP data analysis, outcome analysis, and performance analysis was conducted with certificated staff at each high school. Teacher stakeholders meetings were held at each comprehensive school site. All teachers were invited to attend. The teacher stakeholder groups recommended some repairs at the school sites, digital research resource, support groups for students at the continuation high school, and improve the parent communication system for teacher use.

English Department

- Continue providing Illuminate trainings to transition to digital assessments administration.
- Increase vertical collaboration between all grades.
- Improve performance on the CAASPP. Students meeting or exceeding standard 2018-19 goal of 63%, a 5% increase from the previous two years.
- Improve performance on ELPAC:

	L1	L2	L3	L4
2017-2018	24%	22%	33%	21%
2018-2019 Goals	19%	24%	35%	22%

MATH Department:

- Increase the use of technology in math classrooms. With the acquisition of new graphing calculators, teachers will use them to make emphasis in the connection between equations, graphs, and tables.
- Increase the use of the Illuminate software to grade our formative and summative assessments.
- Incorporate Hands-on activities to further engage students and increase conceptual understanding.
- Increase performance on the CAASPP. Students meeting or exceeding standard 2018-19 goal of 37%, a 5% increase from the previous two years.

Science Department:

- Continue to implement NGSS in our curriculum by implementing inquiry-based lessons/activities, focusing on disciplinary core ideas, and impeding cross-cutting concepts.
- Routinely analyze assessment data in bi-weekly cohort meetings to examine and adjust pacing-guides and instructional methodologies within our curriculum.
- Increase the number of students passing the AP test by 20 percent.
- Work on uploading and administering the science department assessments through Illuminate.



- Continue attending training seminars, conferences, and Webinars to successfully implement NGSS for science.

#### Social Studies Department:

- Continue focusing on the four skills: Sourcing, Corroboration, Contextualization and Close Reading. Students will master the four Historical Thinking Skills through a variety of activities, lessons and exams.
- Continue working on uploading and administering the social science department assessments through Illuminate for effective analysis.
- Increase document analysis instruction including reading, writing, critical thinking, evaluating diverse points of view regarding issues, and coming to conclusions regarding likely historical truths given wide ranges of historical interpretations.

#### Other Staff:

Stakeholder meetings were held with district staff that included counselors, psychologist, nurses and classified staff from each high school on 10/19/2017; 10/24/2017; 11/29/2017; 12/8/2017; 2/14/2018; 2/28/18; 3/14/2018.

LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. The site CSEA union representatives was present at each of these meetings.

#### Student Groups:

Student stakeholder meeting were held at each high school on 12/8/2017; 2/13/2018; 2/14/2018; 2/28/2018.

LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. Students concurred with current actions in the LCAP. They recommended improving student sense of safety by making school access more secure. The DJHSD has added in the LCAP resources to increase student sense of safety. Additionally, student stakeholders recommended areas of needed repair at their respective school sites.

#### Parent Meetings and Advisories:

LCAP stakeholder meetings were held at the district level as well as at each school site on 8/29/17; 9/5/17; 9/6/17; 9/14/17; 11/6/2017; 11/7/2017; 1/25/2018; 6/5/2018.

LCAP parent meetings were held at each school site in September and October. Data and outcomes were reviewed and parents were given the opportunity to make any recommendations for new actions. Parents are very pleased with the overall performance of our schools. District level parent advisories were held with our DELAC, Title I and Special Education Parent Advisories. All actions were reviewed and approved by our parent advisories. Parents recommended some minor repairs at their respective schools; the inclusion of resources to pay for students ACT and SAT fees; measures to decrease access to schools during school hours.

#### Teachers Association:

LCAP consultation with the Teachers Association were held on 5/11/2018.

LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. The teachers' union was consulted on present actions and proposed changes as well as additional new actions added to the LCAP. The teachers union concurred with the current actions and were consulted on the new proposed actions. The district reviewed all new proposed actions for the LCAP as well as the reduction in the number of opportunity teachers. The new proposed actions included extending teacher day so that teachers may be available for students and parents after school; a class size reduction mathematics teacher for Cesar E. Chavez High School; a music teacher for Delano High School and Robert F. Kennedy High School for access to a broad course of study (choir and band); the addition of resource teacher in special education to close the academic achievement gap in mathematics in English and mathematics; an intervention counselor at each comprehensive school site to reduce suspensions and expulsions; and the addition of resources for equipment and repairs to increase student and teacher sense of safety.

#### California School Employees Association:

LCAP consultation was conducted with CSEA on 5/15/18.

LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. CSEA agreed with the proposed actions for 2018-19 and commented that LCAP has been of great benefit to our schools and students. CSEA recommended the use of canine detection service to help reduce suspensions and expulsions.

#### Public Forum:

LCAP public forums were held on 2/13/2018; 3/13/2018; 4/10/2018; 5/8/2018; 5/15/2018.

LCAP public forums were held at the Board meetings in February, March, April, and May. All schools and district presented data, outcomes and sought input for new actions. DJUHSD also held a public forum at the Delano High School Campus on May 15, 2018. This public forum was advertised in Delano Now, the school marquees, and parents were invited to attend. All actions presented were to the approval of attendees. No written comments to our Superintendent were submitted.

#### Public Board Hearing

The governing board held public hearings for recommendations and comments from members of the public regarding the specific actions and expenditures on 4/20/2018 and 6/12/2018.

#### Adoption of LCAP

Public Board meeting 6/19/2018.

#### LCAP to County Office of Education for Approval

June 22, 2018

Robert F. Kennedy High School uses data in all of the departments to drive the curriculum. We assess our students regularly, tracking their learning progress throughout the semesters. Teachers utilize multiple assessment tools. These include, but are not limited to standardized exams, teacher-developed tests, teacher-developed quizzes, chapter and unit tests, mid-chapter tests, benchmarks, multiple choice and essay exams, projects and portfolio assessments, performance tasks and labs, homework, and class participation.

A needs assessment analysis is conducted annually and reviewed by the district Curriculum and Instruction committee and correlated to the Single Plan for Student Achievement. The needs, goals and objectives are also developed and reviewed with key stakeholders that include teachers, staff, parents, students, parent advisory groups and community members. The data analyzed includes SBAC, ELPAC and AP assessments. The data was broken down by subgroups, grade levels, subjects. Once the data was collected it was analyzed for achievement gaps and academic performance among subgroups as well as local and state averages.

#### WASC SPSA and Self-Study Visiting Committee Report February 26-28, 2018:

##### Synthesis of School-wide Strengths and Critical Areas for Follow-up:

The school exhibits a positive climate and collaborative culture on campus. Students feel safe on campus and enjoys attending this school. Students and teachers have a passion and care for the school. Stakeholders take pride in every aspect of the school. RFK provides a variety of curricular offerings for the student body such as AP courses, SPED, CTE Pathways, and general education classes. Students have opportunities to be connected to the school through various extra-and co-curricular activities including athletics and clubs. RFK uses the Aeries SIS/Gradebook system which connects parents, students, and teachers to academic progress. RFK has attempted to mainstream most SPED students in a Co-teaching model. Students that cannot handle these classes are placed in the PAVE program which focuses on the Emotional Disturbed students. Although the needs of the SWD are being met, there is a continued need to address the achievement gap that is present based on CAASPP scores.

The Collaboration time has been embedded and embraced by RFK. The time is embedded and structured in an effective manner, but the outcomes are inconsistent. Departments and cohorts are at different level and need to continue to find ways to use data in an effective manner. More professional development is needed in this area. This time is used in an effective manner to collaborate, modify curriculum, and align pacing guides. Most teachers feel this time is used in an effective manner.



RFK must continue to meet the needs of the growing demands of CCSS in the area of training and utilization of technology. The school and VC identified this as an area of growth that is essential in moving the school forward for an effective alignment with CCSS.

Classified support staff members are held in high esteem and work hard to ensure that staff and students are supported.

The VC did find observe evidence of significant progress towards the recommendations and critical areas of growth from the 2012 WASC visit.

The school will revise its current Action Plan/SPSA to address the needs identified in the school-wide areas of growth identified in the VC report.

Schoolwide Areas of Strength:

1. Students and teachers at RFK create healthy, respectful and meaningful relationships that foster a culture and climate of pride and acceptance.
2. RFK embeds collaboration time, allowing teachers to discuss best practices to ensure student achievement.
3. CTE offerings at RFK are robust and plentiful, allowing students to explore a variety of pathways.
4. The SLO's provide RFK's school community with a clear and defined blueprint of what it strives to achieve on a daily basis.
5. RFK has a high graduation and no drop-outs.

The VC has identified critical areas for follow-up that need to be addressed:

1. RFK needs to generate a detailed and ongoing professional development plan in order to create systemic changes.
2. RFK, with support from the district, should work to create an updated and relevant technology implementation plan to support student learning.
3. RFK needs to develop more effective communication among all stakeholders.

Ongoing School Improvement

The schools action plan (SPSA) currently includes:

1. Provide a high quality education to improve college readiness and proficiency or standard met levels for all learners, including English Learners and foster youth, in all core academic content areas.
2. RFK will continue to provide all students course access and to improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical Education. DJUHSD has identified the need for pupils with significant disabilities to have access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, DJUHSD goal is to continue to performing in the top 25% in visual performing arts, Mock Trial, and improve physical fitness and AP passing rates.
3. RFK will continue to provide all students with a high quality educational environment where they can take pride in their facilities and look forward to coming to school everyday. It will assist in reducing expulsions and suspension rates; increase graduation rates; increase parental involvement; and increase teacher contact with parents.

Comments on the following school improvement issues:

The Leadership Team will work on ensuring that minor changes are made so that all aspects of the critical areas of follow up are incorporated into the action plan/SPSA. The action plan will enhance student achievement and continued growth once implemented.

The VC is confident that the RFK Leadership Team will address the identified areas of growth. Stakeholders believe in the current administrative team and are confident the site will do everything in their power to address the Action Plan/SPSA.

The current Action Plan/SPSA is extensive and covers many domains through many strategies and action steps. The achievement of the three areas of the action plan/SPSA provides goals for growth through the current school year, but do not specify future growth.

The faculty and staff at RFK take ownership of their students, campus, and culture. Students are offered an array of courses that address learners with a wide variety of pathways. The environment and culture of the school is inviting, warm, and caring. Students, parents, and staff feel that RFK is a great place to be.

Most of the identified areas in the areas of growth and in the Action Plan/SPSA are feasible and attainable within the resources the school has available. District support will be needed in the area of technology growth. RFK recognizes that the Action Plan/SPSA is a living document and must reflect the areas of growth identified by the VC. All stakeholders are committed to continual growth and to implementing the Action Plan/SPSA. The VC is confident in this.

Existing factors that will support school improvement:

- Administrative leadership
- Teacher commitment
- Students and staff care about the school, programs, and opportunities offered
- Embedded time for teacher collaboration
- Faculty is willing, able and excited to collaborate for the benefit of students
- Rapport and relationships with the current school administration
- Parents trust the school

Impediments to improvement that the school will need to overcome:

- No updated technology plan
- Limited parent involvement
- No clear Professional Development plan

Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan:

The current administrative staff is committed to monitoring and implementing the Schoolwide Action Plan/SPSA.

With the use of state and local assessments, each academic department made the following findings and set departmental goals for the school year:

In coordination with Assistant Superintendent of Educational Services, the following was allocated to RFK:

Title I School Allocation:

6th Periods Amount \$47,622.00

Support Staff Amount \$169,391.00

Learning Director Amount \$164,772.00

Professional Development: \$64,358

Summer Cohort Amount \$18,000.00

Title I Activities Amount: \$61,158.00

Technology: \$102,293.00

Total Site Amount \$697,594.00

Math Coach:\$15,803.00

Coach 2: \$15,803.00

Coach 3: 15,803.00

Title III Support Staff:

ELD Clerk: \$82,198.00

Local And Assessment Coordinator: \$44,871

EIA LEP (rolled into LCAP in 2013-14)

RFK-\$228,124

ELD Clerk 82198.02 82198

ELD Resource 32653 12218 44871

6th per CSR/Intervention 43357

Technology 30000

Supplemental instructional materials 10000

Tutorials 8000

PD 3500

Parent training 2000

Incentives/recognition 2000

Field Trips 2198

Total: 228124

The following is the Site Budget for 2018-2019:

Title 1 \$70,000.00

Title II Professional Development: \$12,000.00

Title II Academic Coach: \$32,000.00

Title III Immigrant Education: \$3,718.00

College Readiness: \$52,600.00

Parent Training: \$2,000.00

Perkins: \$49,268.00

LCAP 0600 \$190,000.00

Site Total: \$411,586.00

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	0.0%	0%	0	0	0
African American	0.7%	0.9%	0.73%	8	10	9
Asian	0.9%	0.9%	0.97%	10	10	12
Filipino	6.7%	6.5%	6.77%	75	73	84
Hispanic/Latino	90.4%	90.8%	90.40%	1,014	1,024	1121
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	1.2%	0.8%	0.89%	13	9	11
Multiple/No Response	0.2%	0.0%	0%	2	0	0
Total Enrollment				1,122	1,128	1240

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9		307	348
Grade 10		350	286
Grade 11		274	325
Grade 12		193	277
Total Enrollment		1,128	1,240

### Conclusions based on this data:

1. Robert F. Kennedy's enrollment increased by 10% (112 students) in the 17-18 school year. There was no enrollment change for the 2018-2019 school year.

2. Enrollment by student group has remained consistent over the years with 90% Hispanic/Latino.
3. We anticipate our enrollment to remain steady in the next couple of years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	300	313	284	26.7%	27.7%	22.9%
Fluent English Proficient (FEP)	631	602	711	56.2%	53.4%	57.3%
Reclassified Fluent English Proficient	36	36	101	13.7%	12.0%	32.3%

### Conclusions based on this data:

1. While school enrollment increased by 10% in the 17-18 school year, the number of English Learners decreased by 5%. This due to the new reclassification criteria.
2. The number of Fluent English Proficient Students increased by 4%.
3. Due to new reclassification criteria, which included SBAC scores for the 9th and 12th grade students, the number of Reclassified Fluent English Proficient (RFEP) increased from 12% (36 students) in the 16-17 school-year to 32.3% (101 students) in the 17-18 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 Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	196	271	295	192	271	292	190	271	292	98	100	99
All Grades	196	271	295	192	271	292	190	271	292	98	100	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2640.	2629.	2609.	38	32.47	23.97	35	36.16	39.04	21	21.40	23.29	6	9.96	13.70
All Grades	N/A	N/A	N/A	38	32.47	23.97	35	36.16	39.04	21	21.40	23.29	6	9.96	13.70

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	33	33.58	26.71	51	51.66	56.16	16	14.76	17.12
All Grades	33	33.58	26.71	51	51.66	56.16	16	14.76	17.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	53	49.08	39.38	39	38.38	44.52	8	12.55	16.10
All Grades	53	49.08	39.38	39	38.38	44.52	8	12.55	16.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	21.03	17.47	68	65.31	69.18	9	13.65	13.36
All Grades	23	21.03	17.47	68	65.31	69.18	9	13.65	13.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	53	40.96	40.07	44	51.29	48.63	4	7.75	11.30
All Grades	53	40.96	40.07	44	51.29	48.63	4	7.75	11.30

### Conclusions based on this data:

1. Our conclusion based on this data is that 63% of our students either met or exceeded the standards overall in English Language Arts and Literacy. Our data was increasing over the years. However, after the 2015-2016 school year, we saw a 5% decline for the 2016-2017 school. For the 2017-2018, we had close to a 6% decline from the previous school-year.
2. In addition, the data shows that over 40% of our students met the above standard mark in Research/Inquiry and 40% of our students met the above standard in Writing. Having reclassified 3 times as many English Learners in 2017-2018, the number of EL students that met or exceeded standards on the CAASPP in ELA in 2017-2018 was 13%.
3. Ultimately, only 17.5% of our students met the above standard mark in the Listening range, which is a slight decrease from the previous year of 21%. In an effort to improve, we will continue to implement researched based strategies to improve in this area. In addition to, our English department, along with the History teachers, have adopted Listenwise, which is an online program that allows teachers to create custom assignments and specifically target listening and communication skills. There is certainly a need to increase Literacy emphasis across the curriculum in all classes with more Reading, Writing, Listening, and Speaking. There is a need to engage students in reading and analysis, vocabulary building, reasoning and argumentative writing and citing factual non-literature and informational text. Interim Assessments are used to assist students in becoming familiar with test format and content.

# 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 Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	197	271	295	192	271	293	191	271	293	97.5	100	99.3
All Grades	197	271	295	192	271	293	191	271	293	97.5	100	99.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2608.	2580.	2566.	15	11.81	10.58	25	20.30	21.16	38	30.26	26.28	23	37.64	41.98
All Grades	N/A	N/A	N/A	15	11.81	10.58	25	20.30	21.16	38	30.26	26.28	23	37.64	41.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	26	23.99	20.48	41	34.69	27.99	33	41.33	51.54
All Grades	26	23.99	20.48	41	34.69	27.99	33	41.33	51.54

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	19	12.18	11.26	59	49.45	44.37	22	38.38	44.37
All Grades	19	12.18	11.26	59	49.45	44.37	22	38.38	44.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	17	15.13	15.70	65	60.89	58.02	18	23.99	26.28
All Grades	17	15.13	15.70	65	60.89	58.02	18	23.99	26.28

### Conclusions based on this data:

- Based on the data above, RFK remained at 32% of students either met or exceeded the standards in Mathematics. For the 2018-2019 the math sequence students take has changed from Algebra-I -> Algebra-II -> Geometry to Algebra-I -> Geometry -> Algebra-II.
- RFK students continue to perform the strongest in the Communicating Reasoning claim with 73.5% of our students were At/Near or Above standards.

3. There was a significant decline in the area of Concepts and Procedures, a decrease from 58% to 48% of students At/ Near or Above standards. Concepts and Procedures remains our lowest performing claim. More application of mathematical concepts is needed along with tools and strategies to solve problems. Students need more exposure to these concepts along with a variety of instructional strategies to reinforce them. We will continue to analyze student data and provide instructional strategies throughout the school year in order to address areas of concerns. RFK math teachers worked during the summer of 2018 to analyze data, continued to refine and align the math scope-and-sequences to CCSS.

# School and Student Performance Data

## CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9		10		8			25			17			50	90	
10				22			11			67					
Total		10		14			19			38			29	90	

### Conclusions based on this data:

1. The majority of students (90%) assessed by the initial CELDT in 16-17 scored at Beginning levels.
2. Many of the students who are given the initial assessment have not taken English in their country.
3. We transitioned to the ELPAC during the 17-18 school year. The CELDT was only given locally for initial assessments.

# School and Student Performance Data

## CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>9</b>	7	3		41	30		27	49		16	11		9	8	
<b>10</b>	16	12		47	40		25	29		9	13		4	6	
<b>11</b>	18	27		50	46		30	22		2	3			1	
<b>12</b>	33	29		51	41		12	27			2		5		
<b>Total</b>	15	15		46	39		24	32		9	9		5	4	

### Conclusions based on this data:

1. Dashboard data for Fall 2017 indicates that EL progress is very high (89.4%). We transitioned to the ELPAC during the 17-18 school year. The CELDT was only given locally for initial assessments. As we transition to examining ELPAC scores, we will continue to provide support to our English Learners.
2. The data also shows that 32% of our students scored intermediate and 9% scored early intermediate. Only 4% of our students scored beginning.
3. CELDT data from 2016-17 shows an increase in the percentage of students scoring Advanced as they move up a grade level, with overall percentages of students scoring Advanced remaining steady at 15%.



# School and Student Performance Data

## CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>9</b>	6	3		38	27		27	43		16	9		13	17	
<b>10</b>	14	12		44	40		23	29		15	13		3	6	
<b>11</b>	18	27		50	46		30	22		2	3		0	1	
<b>12</b>	33	29		51	41		12	27		0	2		5		
<b>Total</b>	14	15		44	38		24	31		11	8		7	7	




### Conclusions based on this data:

1. On the CELDT assessments, 53% of our EL students performed at the Early Advanced or Advanced level for the 2016-2017 school year, a decline of 5 % from 2015-16. We transitioned to the ELPAC during the 17-18 school year. The CELDT was only given locally for initial assessments, and the ELPAC replaced the CELDT as the summative English Learner Proficiency Assessment.
2. We are doing a good job overall which is evidenced based on the numbers as our students progress from grade to grade: The number of seniors who scored beginning and early intermediate was only 2% compared to the freshmen at 26%.
3. Given that 47% of our students scored Intermediate or lower, there is a continual need to provide appropriate support and interventions, such as ELD services, SDAIE strategies, and sheltered classes, to ensure that students do not become LTELs.

# School and Student Performance Data

## Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	1
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		3	0
College/Career (9-12)	N/A	N/A	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:

1. In the area of Suspension Rate only one subgroup is in the orange status.
2. Graduation Rates is at highest performance for all significant subgroups.
3. The English Learner Progress is at the Highest Performance.

# School and Student Performance Data

## Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates


Conclusions based on this data:

1.








# School and Student Performance Data

## Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		1,193	Medium 1.7%	Increased +0.3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1,193	Medium 1.7%	Increased +0.3%
English Learners		341	Medium 2.6%	Increased +0.5%
Foster Youth		4	*	*
Homeless		45	Medium 2.2%	Declined -0.3%
Socioeconomically Disadvantaged		1,147	Medium 1.7%	Maintained +0.2%
Students with Disabilities		128	Medium 1.6%	Declined -0.7%
African American		12	Very Low 0%	
Asian		13	Very Low 0%	Maintained 0%
Filipino		76	Very Low 0%	Maintained 0%
Hispanic		1,081	Medium 1.8%	Maintained +0.2%
Two or More Races		2	*	*
White		9	*	*

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:


- Overall Suspension Rate is at Orange: A medium status of 1.7%, which is an increase of 0.3%. Suspension Rate declined in 2 out of the 7 subgroups: Homeless and Students with Disabilities.

2. Suspension Rate was maintained in 4 out of the 7 subgroups: Socioeconomically Disadvantaged, Asian, Filipino, Hispanic.
3. The subgroup where the Suspension Rate increased was English Learners, a Medium Status of 2.6% which was 0.5% increase.




# School and Student Performance Data

## Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		329	Very High 89.4%	Increased +9.4%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 2.6%	Increased +0.5%
English Learner Progress (1-12)		Very High 89.4%	Increased +9.4%
Graduation Rate (9-12)		Very High 97.3%%	Increased +4.9%
College/Career (9-12)	N/A	Low 22.2%	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:


- English Learner Progress is very high (89.4%) and has increased by 9.4%.
- The English Learner Graduation Rate is very high (97.3%) and has increased by 4.9%.
- English Learner Suspension Rates and College/Career Readiness are both areas to improve with status percentages at 2.6% (Medium) and 22.2% (Low) respectively. RFK counselors analyze their caseload CCI data and with increase of dual enrollment courses and the refinement of the CTE pathways, all students have more opportunities to meet to become college and career ready.







# School and Student Performance Data

## Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Graduation Rate (9-12)		237	Very High 98.7%%	Increased +3.2%

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		237	Very High 98.7%%	Increased +3.2%
English Learners		73	Very High 97.3%%	Increased +4.9%
Foster Youth		0	*	*
Homeless		38	High 94.7%%	Maintained -0.7%
Socioeconomically Disadvantaged		237	Very High 98.7%%	Increased +3.2%
Students with Disabilities		23	Medium 87%%	Increased Significantly +12%
African American		0	*	*
American Indian		0	*	*
Asian		2	*	*
Filipino		19	High 94.7%%	Declined -3.7%
Hispanic		214	Very High 99.1%%	Increased +3.5%
White		2	*	*

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:

1. Graduation rates have increased for four student groups: English Learners (+4.9%), Socioeconomically Disadvantaged (+3.2%), Students with Disabilities (+12%), and Hispanic (+3.5%).
2. Graduation rates are very high for all students and three student groups: English Learners (97.3%), Socioeconomically Disadvantaged (98.7%), and Hispanic (99.1%).

3. While the Filipino student group declined by 3.7%. Due to the Filipino subgroup being at 19 students, 8% of students tested, a change in one student causes a significant percentage swing. Nonetheless, graduation rates for this student group are still high (94.7%).

# School and Student Performance Data

## Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A	235	Medium 48.9%	N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	235	Medium 48.9%	N/A
English Learners	N/A	72	Low 22.2%	N/A
Foster Youth	N/A			N/A
Homeless	N/A	37	Medium 51.4%	N/A
Socioeconomically Disadvantaged	N/A	235	Medium 48.9%	N/A
Students with Disabilities	N/A	21	Very Low 0%	N/A
African American	N/A			N/A
American Indian	N/A			N/A
Asian	N/A	2	*	N/A
Filipino	N/A	18	Very High 72.2%	N/A
Hispanic	N/A	213	Medium 46.9%	N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A			N/A
White	N/A	2	*	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

## Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	265	47.2 points above level 3	-11.1 points
Mathematics (Grade 11)	265	47.1 points below level 3	-28.7 points

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. College and Career readiness is low and very low for two student groups: English Learners (22.2%) and Students with Disabilities (0%). RFK has increased its offerings of Dual Enrollment courses and continue to refine the CTE pathways to provide the opportunities of becoming college/career ready for all students.
2. College and Career readiness is medium for all students (48.9%) and three student groups: Homeless (51.4%), Socioeconomically Disadvantaged (48.9%), and Hispanic (46.9%).
3. The percentage of students who met or exceeded the standard in ELA was 63% a decline of 6% from the previous year, resulting in a negative change of 11.1 points in the Distance From 3 landing RFK at 47.2 points above level 3. While for the math results, there was no change in the percentage of students who met or exceeded the standards from the previous year, remained at 32%, there was a negative change of 28.7 points in the Distance From 3, landing RFK at 47.1 points below level 3. It is our plan that the increased implementation of Listenwise in ELA and the change of math course sequence will create a positive change in Distance From 3.

# School and Student Performance Data

## Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

### Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

### EL - Reclassified Only

### EL - English Learner Only

### English Only

### ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

### English Language Arts (3-8)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:

1.

# School and Student Performance Data

## Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

### Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

### EL - Reclassified Only

### EL - English Learner Only

### English Only

### Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

### Mathematics (3-8)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:

1.



# School and Student Performance Data

## Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

<b>English Learners</b>	79.9%	89.4%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

<b>Class of 2016</b>	48.9%	24.3%	26.8%
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

**English Language Arts**

**Mathematics**

Assessment Performance Results for Grade 11		
Indicator	2016	2017

<b>English Language Arts</b>	58.4 points above level 3	47.2 points above level 3
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<b>Mathematics</b>	18.4 points below level 3	47.1 points below level 3
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An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:

1. ELPI increased by 10% from the 2016 to the 2017 year.
2. The percent Prepared and Approaching Prepared is at 73.2%. To prepare more students for college and or career, we have increased our offerings of the Dual Enrollment and continue to refine our CTE pathways.
3. The distance from 3 for the ELA continued to drop and from 58.4 points above 3 in the 2016 to 26.9 points above 3 for the 2018. Similarly in Math, the distance from 3 dropped from 18.4 points below in 2016 to 61.5 points below in 2018. Teachers in each department have increased communication and vertical collaboration to bring new teacher in their respective department up to speed. To improve student performance, teachers will utilize professional development, sharing of best-practices, and increased integration of technology.

# School and Student Performance Data

## Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	1.4% (17)	1.7% (20)

### Conclusions based on this data:

1. There was an increase in the number of suspension from 17 to 20 students.

# School and Student Performance Data

## Detailed Report Academic Engagement

Graduation			
Indicator	2015	2016	2017
Graduation	92.7%	98.2%	98.7%%













### Conclusions based on this data:

1. Graduation rate remained high for the 2016 and 2017, over 98%.
2. The 2018 graduation cohort was 40% more than the 2017 graduation cohort and the graduation rate slightly dipped for 2018.
3. RFK staff continue to work very hard, making sure that every student is provided the opportunity to graduate by providing after school and Saturday-school courses and tutoring. Many students are also encouraged to take concurrent enrollment courses at the local community college, which frees students schedules to retake failed courses and or have more elective options.






# School and Student Performance Data

## Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:

1. Graduation rate is at highest performance for all students.

2. The area of concern is the suspension rate for English Learners, Orange performance level.
3. Suspension rate is at the Yellow performance level for our largest student subgroups: Socioeconomically disadvantaged and Hispanic.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Achievement

### Goal Statement

Provide a high quality education to improve college readiness and proficiency or standard met levels for all learners, including English learners and foster youth, in all core academic content areas.

There is an academic achievement gap between all learners and the English Learner and Students with Disabilities subgroups as evidenced by this year's baseline data. We need to improve in preparing all students for college and/or career. This includes improving AP passing and dual enrollment rates. An additional area of identified need is to implement academic content and performance standards in courses provided to students with significant cognitive disabilities. RFK intends to continue to provide the support to continue performing well on state academic and local assessments.

The students at RFKHS will meet or exceed the 2017-2018 SBAC targets.

2017-2018 CAASPP English: All students 63%; EL's 13%; SWD 15%

2017-2018 CAASPP Math: All students 32%; EL's 4%; SWD 0%

The DJUHSD provides additional educational assistance to individual students who need help in meeting the challenging State academic standards. This assistance includes:

Ensuring that students are taught by properly credentialed and assigned teachers

Providing time for teachers and other instructional staff to analyze data and refine and modify instruction

Providing professional development opportunities on evidence-based strategies

Providing mentor for new teachers to provide quality instruction

Providing supplementary supplies and equipment (technology) to improve student learning

Providing support staff and support services to increase learning

Providing increased opportunities for low achieving students to participate in UC a-g and dual enrollment opportunities

Providing Career Technical Education and work-based learning opportunities for students not meeting the challenging State academic standards

Providing high-quality professional development on effective strategies to integrate rigorous academic content, career technical education and work-based learning to help prepare lower achieving students for postsecondary education and the workforce

Providing academic coaches in English Language Arts, mathematics and special education to help close the academic achievement gap

Providing interventions, tutorials and supplemental instruction (afterschool and summer) for students that have not successfully passed coursework for graduation.

Providing parent trainings on college and/or career readiness

### LCAP Goal

The DJUHSD has made a concerted effort to align the use of federal funds with activities funded by state and local funds and across different federal grant programs. The Local Control accountability Plan is aligned to the federal requirements of ESSA as noted below:

LCAP Goal 1: Provide a high-quality education to improve academic performance and college and career readiness as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

LCAP Goal 1 Action 1

Title II: Provide training and capacity-building to assist teachers, principals and other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (ESEA §2103)

Title I: Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers (ESEA §1112).

Title II: Retain effective teachers to improve outcomes for students who do not meet the challenging State academic standards (ESEA §2103).

LCAP Goal 1 Action 2

Title II: Provide high-quality, personalized professional development that is evidence-based and that is focused on improving teaching and student learning and achievement (ESEA §2103)

Title III: Provide effective professional development to classroom teachers, principals, and other school personnel to improve instruction and assessment of English learners; enhance understanding and implementation of curricula, assessment practices and measures, and instructional strategies for English learners; and increase English language proficiency, subject matter knowledge, teaching knowledge, and teaching skills (ESEA §3115).

Title I: Provide professional development for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to retain effective teachers in high need subjects (ESEA §1008)

Title II: Recruit qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations and former military personnel (ESEA §2103).

LCAP Goal 1 Action 3, 4, 5 and 7

Title I: Monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance for students determined to need help in meeting the challenging State academic standards; identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning (ESEA §1112).

Title II: Develop programs and activities that increase the ability of teachers to effectively teach youth with disabilities and English learners so that children with disabilities and English Learners can meet the challenging State academic standards (ESEA §2103)

Title III: Increase the English Language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and increase English language proficiency and student academic achievement ESEA §3115)

Title II: Reduce class size to a level that is evidence-based to improve student academic achievement (ESEA §2103).

LCAP Goal 1 Action 6

Title I: Effective parent and family engagement (ESEA §1112).

Title III: Parent and family engagement to provide effective activities and strategies to enhance or supplement language instruction (ESEA §3115).

Title IV: Promote the involvement of parents in the activity or program (ESEA §4108).

LCAP Goal #1 Improve the CAASPP in English for all students to 68%; EL's 19%; Math for all students to 38%; EL's in math to 10%

LCAP Goal #1: Maintain and/or Increase UC a-g completion rates for all students.

LCAP Goal #1: Maintain and/or Increase the English Learner reclassification rate of 32.3%.

Priority 1: Basic Services: Ensure each pupil has sufficient standards aligned instructional materials in mathematics, science, social science, English Language Arts and ELD.

Priority 2: Implementation of the academic content and performance standards including English Learner access to CCSS: Maintain 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation

Priority 4: Pupil Achievement: Improve pupil achievement in statewide assessments in CAASP in English and Mathematics; Maintain and/or improve in UC a-g completion rates; Maintain and/or Improve English Learners Reclassification rate.

Improve 1% EAP college ready mathematics (to 32.5) every year over the next three years for all students and English Learner subgroup (how is this one measured, is it CAASPP data?)

Provide a systemic professional development for teachers and staff.

Provide technology support plan support student learning.

Increase parental involvement.

## Basis for this Goal

CAASPP data from the SBAC in English and Math. Dashboard data is also used. LCAP stakeholders meetings provided input as data was analyze. In addition, recommendations from the WASC visit in 2017-2018 school year. Staff input from Late start Wednesdays and Department Chair Meetings.

RFK SBAC scores decreased in 2017-2018 in English by 5% putting us at 63% of students meeting or exceeding standards. Based on our data analysis, an area of improvement is the Listening Claim. To improve scores on the Listening Claim, we will continue to use Listenwise, but implement it across all grade levels. Listenwise is an online program that allows teachers to create custom assignments and specifically target listening and communication skills. RFK SBAC scores slightly increased by 1% in Math, putting us at 33% of students meeting or exceeding standards. An area of improvement is with students with disabilities, where no students met or exceeded the standards. We will continue to implement researched based strategies to improve in these areas.

WASC Critical Area for follow-up:

The VC has identified critical areas for follow-up:

1. RFK needs to generate a detailed and ongoing professional development plan in order to create systemic changes.
2. RFK, with support of the district, should work to create an updated and relevant technology implementation plan to support student learning.
2. RFK needs to develop more effective communication among all stakeholders.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	California School Dashboard Fall 2017 Met All teachers (100%) are appropriately assigned relative to their credential.	100% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials
Priority 1(c): Basic Services-School facilities are maintained in good repair.	Based on the 2017 Facility Inspection Tool: RFK 99.48% in "Good Repair"	RFK 100% in "Good Repair"
Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students.	95% implementation of state board adopted academic and performance standards.	California School Dashboard Fall 2018 100% implementation of state board adopted
Priority 2(b): Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	a. 99.9% of English Learners were provided 57-171 daily minutes of CCSS ELA and ELD instruction. b. ELD standards were implemented in all English, ELD and ELA intervention classes daily.	a. Maintain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction. b. Maintain ELD standards implementation in all English, ELD and ELA intervention classes daily.
Priority 4(a) Pupil Achievement Statewide assessments as measured by statewide assessments	Standard met: CAASPP English: All Students 63% ELs 13%  CAASPP Mathematics: All Students 32% ELs 4%	Increase of 5% from previous year.
Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed courses that satisfy UC and CSU entrance requirements, or career technical	52.2% of students met UC a-g requirement.	Maintain and/or increase from previous year.



Metric/Indicator	Baseline	Expected Outcome
education sequences or programs of study that align with state board approved career technical educational standards and frameworks.		
Priority 4(d): Pupil Achievement - The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC.	data baseline year.	Maintain and/or increase from previous year.
Priority 4(e): Pupil Achievement - The English learner reclassification rate.	32% of EL students reclassified	Maintain and/or increase from previous year.
Priority 4(f): Pupil Achievement - The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher;	AP Exams Passed 40% Increase of 11%	Maintain and/or increase from previous year.
Priority 4(g): Pupil Achievement - The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	CAASPP English: All Students 63% CAASPP Mathematics: All Students 32% ACT SAT	Maintain and/or increase from previous year.
Technology support plan for student learning	We have 12 mobile computer carts/labs and 6 iPad carts that teachers utilize to integrate technology in the classroom.	Replace and increase the number of computer carts; update classroom labs; improve infrastructure.
Parent Involvement	Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory. Back to school night; ELAC meetings; Coffee with a counselor.	Increase parent participation from previous years based on sign-in sheets.
Professional Development for teachers and staff.	Professional development attended. <ul style="list-style-type: none"> <li>• Explicit Direct Instruction (EDI),</li> <li>• Co-teaching strategies,</li> <li>• SDAIE strategies.</li> <li>• Bi-weekly late-starts cohort collaboration,</li> <li>• ELPAC trainings</li> <li>• CAASPP workshops</li> <li>• NGSS and CAST Academy workshops</li> <li>• History-Social Science Framework Launch Conference</li> <li>• AP/Pre-AP teachers attend the AP by the Sea conference,</li> </ul>	Increase and provide systematic professional development for teachers and staff.

Metric/Indicator	Baseline	Expected Outcome
	<ul style="list-style-type: none"> <li>• ERWC trainings.</li> <li>• CTE Symposiums</li> <li>• Educating for Careers Conference</li> <li>• CSU Counselors Conference</li> </ul>	

## Planned Strategies/Activities

### Strategy/Activity 1

Ensure all students are provided with high quality instruction by providing formal data analysis protocol for Stakeholder Meetings to refine the quality of instruction, curriculum, and assessments based on data analysis. We will conduct district and site stakeholder meetings for data analysis, outcome analysis, and performance analysis in core departments.

- Continue utilizing time during the day on Wednesdays for teachers to improve teacher quality: analyze data (SBAC, ELPAC, AP, and local assessments); and refine and modify instructional strategies.
- Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis.
- Continue funding a portion of salary increase to retain teachers and maintain consistent quality instruction for pupils.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2018 to June 7, 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

Amount	18,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis. Data analysis, collaboration, refine curriculum.
Amount	108,203.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Professional Development during Wednesdays late starts LCAP 1-1a

<b>Amount</b>	169,391.00
<b>Source</b>	Title I
<b>Budget Reference</b>	Classified Personnel Salaries & Benefits
<b>Description</b>	continue funding portion of salary for instructional aide, tech support.
<b>Amount</b>	47,409.00
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Math Coach: Coach 1: (\$15,803) Coach 2: (\$15,803) Coach 3: (\$15,803)
<b>Amount</b>	47,622.00
<b>Source</b>	Title I
<b>Budget Reference</b>	Classified Personnel Salaries & Benefits
<b>Description</b>	Provide 3 additional class sections
<b>Amount</b>	18,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Summer Professional Development: Curriculum Refinement and alignment
<b>Amount</b>	64,358.00
<b>Source</b>	Title I
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Professional Development for staff on research based instructional strategies. Provide time for additional cohort collaboration meetings to determine essential standards, analyze data and refine and create common formative assessments.

## Strategy/Activity 2

Continue to provide support for teachers and high-quality, evidence-based professional development for teacher, administrators, and paraprofessionals. Continue to maintain professional development that will improve instruction and use of academic assessment data.

Continue to provide support for teachers and systemic Professional Development aligned to academic content standards and are evidence based t to improve student outcomes. Examples: Explicit Direct Instruction (EDI), CPM, SDAIE, DOK, PLC, Thinking maps, Co-teaching, and Illuminate.

Continue mentors for new teachers and Teacher induction support services

Increase staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 201 to June 2019

## Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,500.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Professional Development aligned to academic strategies LCAP goal 1-2a1
<b>Amount</b>	3,500.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	PD materials, supplies, equip for LCAP 1-2a2
<b>Amount</b>	4,500.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	PD materials, supplies, equip for LCAP 1-2a3
<b>Amount</b>	19,500.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Mentors for new teachers LCAP 1-2b
<b>Amount</b>	41,308.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Professional Development days (2) LCAP 1-2c
<b>Amount</b>	15,000.00
<b>Source</b>	College Readiness
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Professional Development to improve pupil a-g completion rates, and college readiness of pupils including providing development of honors and advanced placement courses.

<b>Amount</b>	10,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Incorporate Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of questioning, DOK, and graphic organizers
<b>Amount</b>	12,000.00
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Professional Development to improve teacher quality and instructional outcomes.

### Strategy/Activity 3

Continue to purchase supplemental standards aligned instructional materials/software and supplies for the core areas of English, ELD, textbooks/e-books for the core areas of English, Mathematics, science, and social studies to improve instruction and learning for English Learners, foster youth and pupils of low socio-economic status.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018- June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7,200.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials LCAP 1-3a
<b>Amount</b>	2,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Supplemental materials LCAP 1-3b
<b>Amount</b>	35,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Supplemental technology for English and math Supplemental materials and supplies to assist core subject in meeting student outcomes.
<b>Amount</b>	3,718.00
<b>Source</b>	Title III Immigrant Education Program
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials for title III immigrant program (English Learners).
<b>Amount</b>	20,000.00
<b>Source</b>	College Readiness
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Developing or purchasing materials that support college readiness, including materials that support high performance on assessments required for admittance to a post-secondary educational institution.

## Strategy/Activity 4

Maintain the increased UC a-g sections, dual enrollment opportunities, and additional foreign language teacher to improve college readiness for English Learners , foster youth pupils of low socio-economic status.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018-June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	150,132.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Augment UC a-g; dual enrollment; course access LCAP 1-4. Cipriano, Dual enrollment Maintain five additional AP sections 2 additional Dual Enrollment sections 1 UC a-g CSR and the additional UC a-g psychology course.

## Strategy/Activity 5

Provide support staff to improve student outcomes:

- Maintain ELD coordinators, Learning Directors; ELD clerk, and instructional assistants.
- fund three periods of a resource teacher in the area of special education to reduce the achievement gap in English and mathematics for students with disabilities.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018- June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

Amount	38,497.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	EL support staff LCAP 1-5b
Amount	82,751.00
Source	LCAP Supplemental & Concentration
Budget Reference	Classified Personnel Salaries & Benefits
Description	EL support staff-ELD clerks, instructional aides LCAP 1-5c
Amount	164,772.00
Source	Title I
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Learning Director.

### Strategy/Activity 6

Continue to maintain: a. Reading, writing and mathematics intervention during the day.  
b. Academic tutorials for intervention and AP passing, UC a-g preparedness, and other college readiness indicators.  
c. Summer school for ELD and core academic make-up classes.  
d. additional English and mathematics teachers for reduced class sizes.  
e. reduced class size for student not attaining standards.  
f. instructional field trips to supplement learning.  
g. incentives for students completing intervention program.  
h. transportation for tutorials.  
These actions are principally directly to improve the academic achievement of English Learners, foster youth, and pupils of low socio-economic status.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2018- June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Intervention; tutorials LCAP 1-6b1
<b>Amount</b>	900.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Classified Personnel Salaries & Benefits
<b>Description</b>	Intervention; tutorials LCAP 1-b2
<b>Amount</b>	266,045.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	CSR English (2) and (4) math LCAP 1-6d Maintain class size reduction teachers in English and math.
<b>Amount</b>	202,565.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Reduced class size (21 sections) LCAP 1-6e Maintain and/or reduce class size sections.
<b>Amount</b>	7,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Instructional/University field trips LCAP 1-6e
<b>Amount</b>	25,366.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Incentives and transportation for tutorials LCAP 1-6f and 1-6g2
<b>Amount</b>	22,366.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Classified Personnel Salaries & Benefits



<b>Description</b>	transportation for tutorials LCAP 1-6g1
<b>Amount</b>	10,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Tutorial to provide support for students who need services to meet student outcomes.
<b>Amount</b>	5,000.00
<b>Source</b>	College Readiness
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Transportation for grade 12 students to facilitate registration at universities.

## Strategy/Activity 7

Continue to provide opportunities to improve college readiness by:

- Funding UC a-g online program to make up coursework.
- Allocating resources for AP exam and dual enrollment fees.
- Providing visitations to four year universities, community colleges and post-secondary institutions.
- Conducting parent trainings/workshops on readiness for college and career.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2018-June 2019

## Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14,625.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	UC a-g on-line program LCAP 1-7a
<b>Amount</b>	25,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	AP exam and dual enrollment LCAP 1-7b
<b>Amount</b>	5,000.00
<b>Source</b>	LCAP Supplemental & Concentration

<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	University/college field trips LCAP 1-7c
<b>Amount</b>	2,900.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Parent Trainings LCAP 1-7d1
<b>Amount</b>	1,200.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Parent Trainings LCAP 1-7d2
<b>Amount</b>	5,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Educational field trips to universities and/or recognition for meeting student outcomes.
<b>Amount</b>	4,500.00
<b>Source</b>	College Readiness
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Beginning or increasing counseling services to pupil and their families regarding college admission requirements and financial aid programs. a. college admission/readiness workshops for pupils and parents.

## Strategy/Activity 8

Continue to purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2018-June 2019

## Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	102,293.00
<b>Source</b>	Title I

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase 3 additional computer carts to replace and increase access to students to improve student performance.
<b>Amount</b>	115,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase 4 additional computer to enhance and improve student performance.
<b>Amount</b>	25,000.00
<b>Source</b>	Title IV
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Technology infra-structure for Title IV

## Strategy/Activity 9

Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for attaining or passing state indicators. Recognitions of students and staff is principally directed to recognizing the attainment of State standards and state metrics of English Learners foster youth and pupils of low socio-economic status.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018-June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Student/staff recognition LCAP 1-9
<b>Amount</b>	5,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Student/staff recognition LCAP 1-9

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Career Readiness and Career Technical Education.

### Goal Statement

Robert F. Kennedy will continue to provide all students course access and to improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education. DJUHSD has identified the need for pupils with significant disabilities to have access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, DJUHSD goal is to continue to performing in the top 25% in visual performing arts, Mock Trial, and improve the physical fitness and AP Foreign Language to the 2017-2018 annual measurable outcomes.

The DJUHSD is committed in preparing all students to be college and career ready with a rigorous, high-quality, standards-based academic program. The actions in Goal 2 of the LCAP reflect the DJUHSD's commitment to ensuring students have the opportunity to receive an academic and career and technical education. The following actions support career technical and work-based opportunities:

Ensure all students are provided with a high quality, standards (content/CTE/CCR) aligned curriculum and instruction  
Provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs

Provide supplementary materials, equipment and supplies to attain goals and student outcomes.

Offer CTE opportunities to decrease CTE completion gap for all students, including English learners and students with disabilities.

Provide visitations to four year universities, community colleges, and/or vocational institutions.

### LCAP Goal

LCAP Goal 2: Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and career technical education.

LCAP Goal 2 Action 1

Title I: Monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students (ESEA §1112).

LCAP Goal 2 Action 2

Title II: Provide high-quality professional development on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning, which may include common planning time (ESEA §2103).

LCAP Goal 2 Action 3, 4, 5, 6, 7

Title I, IV: Develop and implement programs and activities that support access to a well-rounded education (ESEA §1112 & §4107).

Title I: Implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (ESEA §1112).

Title I: Coordinate and integrate academic and career and technical education and work-based learning opportunities (ESEA §1112).

LCAP Goal #2: Course access

LCAP Goal #2: Maintain and/or increase UC a-g completers

LCAP Goal #2: Maintain and/or increase AP passing results

LCAP Goal #2: Improve in Physical Fitness results

LCAP Goal #2: Maintain and/or improve in Visual Performing Arts and Mock Trial

Priority 7a: Course Access: Attain 100% of pupils have access to a broad course of study.

Priority 8 Pupil Outcomes: Improve AP passing rates in all subject areas; Maintain and/or improve UC a-g completion rates, Improve in all areas of the Physical Fitness test by at least 1%; Continue to perform or achieve in the top 35% of the competitors in visual and performing arts and Mock Trial. Improve CTE completers for the 2017-2018 school year.

Provide a systemic professional development for teachers and staff.  
 Provide technology support plan support student learning.  
 Increase parental involvement.

## Basis for this Goal

Local and State assessment data; UC a-g completion data; students completing CTE pathways; EAP results; AP and Physical Fitness data; results from competitions in visual performance and Mock trial.

WASC Critical Area for follow-up:

The VC has identified critical areas for follow-up:

1. RFK needs to generate a detailed and ongoing professional development plan in order to create systemic changes.
2. RFK, with support of the district, should work to create an updated and relevant technology implementation plan to support student learning.
2. RFK needs to develop more effective communication among all stakeholders.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 7(a): Course Access Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	98.5% of pupils have access to a broad course of study.	Maintain 100% of pupils have access to a broad course of study.
Priority 7(b): Course Access Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	98.5% of unduplicated pupils have access to a broad course of study.	Maintain 100% of unduplicated pupils have access to a broad course of study.
Priority 7(c): Course Access Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	81.4 % pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	Maintain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.
Priority 8: Pupil outcomes in subject described: Mock Trial	Top five in Kern County	Maintain and/or increase from previous year.
Priority 8: Pupil outcomes in subject described: Visual Performing Arts	Music Department Rankings/Placement Fall 2017: Band - 2nd Place Color Guard - 2nd Place Percussion - 1st Place  Spring 2018: Percussion - 2nd Place Color Guard - 3rd Place Choir - Unanimous Superior	Perform or achieve top 35% in visual and performance arts and Mock Trial
Priority 8: Pupil outcomes in subject described: UC a-g completers	52.2% of students met UC a-g requirements	Maintain and/or improve UC a-g requirements.
Priority 8: Pupil outcomes in subject described: AP passing results	149 AP exams were passed in the 2017-2018 school year. A 11%	Maintain and/or improve AP passing rates.

Metric/Indicator	Baseline	Expected Outcome
	increase over the 2016-2017 school year, putting us at 40% passing rate.	
Priority 8: Pupil outcomes in subject described: Dual Enrollment	201-2018 Student enrollment and earning college credit in Dual Enrollment courses was 463, which was a significant increase from the 2016-2017 school year of 56.	A 25% increase in the number of students taking Dual Enrollment courses.
Priority 8: Pupil outcomes in subject described: Physical Fitness results.	Fitness Zone passing: Abdominal Strength 83.8%; Aerobic Capacity 50.5%; Body Composition 50.5%; Flexibility 93%; Trunk Extension 97.5%; Upper Body Strength 56%.	Increase Physical Results by 2% in all areas of fitness zone areas.

## Planned Strategies/Activities

### Strategy/Activity 1

Ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction. Continue to utilize time for teachers to analyze data, collaborate, and refine appropriate instruction and curriculum; Continue to provide teachers extra duty time to refine the quality of instruction, curriculum, and assessments based on data analysis to improve English Learners and pupils of low socio-economic status.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2017 to June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

Amount	54,360.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Wednesday: development/refinement curriculum and assessment LCAP 2-1a
Amount	5,900.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Development refinement curriculum/assessment LCAP 2-1b

### Strategy/Activity 2

Continue to provide targeted, high-quality professional development opportunities for teachers, counselors, and administrators for the purpose of integrating rigorous academics that are aligned to content standards.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018 to June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

Amount	7,300.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Professional Development that is evidence based strategies LCAP 2-2a
Amount	900.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials to assist in professional development LCAP 2-2b
Amount	3,900.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development evidence based strategies LCAP 2-2c
Amount	10,000.00
Source	Title I
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Continue to provide professional development to meet student outcomes. Cohort time to analyze and refine curriculum

### Strategy/Activity 3

Continue to purchase Supplemental Materials, equipment and supplies to attain goals and outcomes to support staff in meeting LCAP Goal 2. The supplementary materials and equipment are principally directed to improve physical fitness, Career Technical Education completion, Visual Performance Arts, and access to a broad course of study.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018 to June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	24,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials and supplies to assist in achieving goals. Continue to purchase technology (Interactive Projectors, tablets, calculators, etc.) to enhance and improve student performance to meet 21st Century Skills. LCAP Goal 2 Action 3 (LCAP and Other Funding)
<b>Amount</b>	8,100.00
<b>Source</b>	College Readiness
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials that support college readiness.

### Strategy/Activity 4

Offer CTE opportunities to decrease CTE completion gap for all students, including English Learners and students with disabilities.

- Maintain Career Technical Education teachers such as Business Education teacher at RFK.
- Maintain CTE Director for articulations, dual enrollment and work-based learning.
- Maintain additional CTE courses.
- Maintain North Kern Vocational courses.
- Fund Welding pathway teacher and health pathway teacher at RFK.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018 to June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	57,545.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Maintain CTE Business teacher LCAP 2-4a



<b>Amount</b>	131,371.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Fund welding and health pathways LCAP 2-4a
<b>Amount</b>	212,544.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Additional sections for CTE, access to broad course of study for students with significant cognitive disabilities, and dual enrollment sections. LCAP 2-4c
<b>Amount</b>	168,480.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	North Kern LCAP 2-4e

## Strategy/Activity 5

Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for students with disabilities.

- Maintain SH teacher and two SH special ed. aides for reduced class size.
  - Maintain the additional hour for SH aides to increase course access for students with severe cognitive disabilities.
  - Maintain three four-hour instructional aides to increase course access to SWD.
  - Maintain athletic trainer to improve outcomes in safe physical activity practices and improve outcomes in physical fitness.
  - Maintain reduced class size in physical education grade 9 to meet Physical Fitness outcomes.
  - Continue to provide afterschool intervention to improve student outcomes.
  - Fund choir teacher at RFK to provide pupils access to a broad course of study in visual performing arts.
- These actions are principally directed to improve learning for English Learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improve physical fitness test (PFT) results.

## Students to be Served by this Strategy/Activity

All

## Timeline

August 2018 to June 2019

## Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	67,500.00
<b>Source</b>	LCAP Supplemental & Concentration

<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Athletic Trainer LCAP 2-5d
<b>Amount</b>	9,877.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Classified Personnel Salaries & Benefits
<b>Description</b>	PE reduced class size LCAP 2-5e
<b>Amount</b>	4,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	After school intervention/tutorial LCAP 2-5f
<b>Amount</b>	75,137.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	RFK Choir instructor to increase broad course of study LCAP 2-5g

## Strategy/Activity 6

Continue to provide visitations to four year universities, community colleges, and/or vocational institutions. These supplemental educational activities are principally directed to improve learning for English Learners, foster youth, and pupils of low socio-economic status.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018-June 2019

### Person(s) Responsible

Site Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	College and career visitations LCAP 2-6

## Strategy/Activity 7

Continue to purchase technology to enhance and improve student performance to meet 21st Century Learning Skills.

**Students to be Served by this Strategy/Activity**

All students, but principally directed to improve learning for English Learners, foster youth, and pupils of low socio-economic status.

**Timeline**

August 2018-June 2019

**Person(s) Responsible**

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	20,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase technology LCAP 2-7

**Strategy/Activity 8**

Continue to provide educational consultants to provide broad course of study and to meet visual performance arts outcomes.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2018-June 2019

**Person(s) Responsible**

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	12,500.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Mock Trial Consultant
<b>Amount</b>	5,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Music consultant(s)

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

School Culture/Environment/Parent Involvement

### Goal Statement

Robert F. Kennedy will continue to provide all students with a high quality educational environment where they can take pride in their facilities and look forward to coming to school everyday. It will assist in reducing expulsions and suspension rates; increase graduation rates; increase parental involvement; and increase teacher contact with parents.

The DJUHSD has implemented strategies and actions to reduce the overuse of discipline practices that remove students from the classroom. These strategies are reflected in Goal 3 of the LCAP and include:

High-quality professional development on evidence-based intervention strategies

Supplementary instructional materials for intervention programs

Provide alternative educational settings to reduce suspensions and expulsions

Provide support staff and academic interventions

Provide afterschool tutorials and behavior intervention sessions

Provide activities and presenters for sense of school connectedness

Provide incentives for improved student behaviors

Conduct parent awareness workshops as well as provide resources for parent outreach and assistance

### LCAP Goal

LCAP Goal 3: Provide all students with a high quality educational environment where they can take pride in their facilities and look forward to coming to school every day.

LCAP Goal 3 Action 1

Title II: Provide training for school personnel in identification and referral of students affected by trauma and at risk of mental illness (ESEA §2103).

LCAP Goal 3 Action 2, 3, 4, 5, 6, and 8

Title I: Monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure (ESEA §1112).

Title I: Reduce the overuse of discipline practices that remove students from the classroom (ESEA §1112).

Title IV: Foster a safe, healthy, supportive, and drug-free environment that supports student academic achievement (ESEA §4108).

LCAP Goal 3 Action 9

Title IV: Promote the involvement of parents in the activity or program (ESEA §4108).

LCAP Goal #3: Continue to decrease expulsion rates to .15%.

LCAP Goal #3: Suspension rate decrease by 3.1%

LCAP Goal #3: Maintain and/or increase graduation rate to 97%

LCAP Goal #3: Reduce chronic absenteeism rates from 13.7% to 13%

LCAP Goal #3: School attendance rate from 96% to 96.2%

Priority 5a: Pupil Engagement: Increase student attendance rates and attain 96.2.

Priority 5b: Pupil Engagement: Reduce chronic absenteeism to 13%.

Priority 5: Pupil Engagement: Maintain and/or increase graduation rates.

Priority 6a: School Climate: Reduce suspension rates from 3.5% to 3.1%.

Priority 6: School Climate: Reduce expulsion rates

Provide a systemic professional development for teachers and staff.

Provide technology support plan support student learning.

Increase parental involvement.

### Basis for this Goal

Local and State assessment data; Parent Surveys; Blackboard connect; School events such as Back to School Night, ELAC, Coffee with the counselors; Honors to Scholars; graduation.

WASC Critical Area for follow-up:

The VC has identified critical areas for follow-up:

1. RFK needs to generate a detailed and ongoing professional development plan in order to create systemic changes.
2. RFK, with support of the district, should work to create an updated and relevant technology implementation plan to support student learning.
2. RFK needs to develop more effective communication among all stakeholders.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. 100% teachers fully credentialed and appropriately assigned	100% teachers fully credentialed and appropriately assigned	Maintain and increase fully credentialed and appropriately assigned from previous year.
Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have Standards-Aligned material	Maintain 100% of Standards-Aligned material.
Priority 1(c): Basic Services-School facilities are maintained in good repair. RFK 100% in "Good Repair"	100% in good repair	Maintain 100% in good repair
Priority 3(a): Parental Involvement addresses: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site; Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site. This will be done by parent survey during Back to school night.	Results of the survey indicate that 98% of parents agree that the school involves parents in providing input in making decisions for the school or district.	Maintain and/or increase in parent involvement.
Priority 3(b): Parental Involvement addresses: How the school district will promote parental participation in programs for unduplicated pupils Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.	Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory.	Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.

Metric/Indicator	Baseline	Expected Outcome
Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs.	The Special Education Parent Advisory (SEPAC) provides for parent input in making decisions for the school district and school sites. SEPAC has been instrumental in recommending actions to improve the students with disabilities outcomes in the eight priorities.	Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.
Priority 5(a): Pupil Engagement as measured by all of the following, as applicable: School attendance rates - Attain 96.2%	95.8%	Attain 96.2
Priority 5(b): Pupil Engagement as measured by all of the following, as applicable: Chronic absenteeism rates -	15.3%	Reduce Chronic absenteeism to 13%
Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: High school dropout rates;	.4%	Maintain and/or decrease drop out rate.
Priority 5: Pupil Engagement as measured by all of the following, as applicable: High school graduation rates	All Students 97% English Learners 95% SWDs 80.3% Homeless 91.5% (Baseline data - No previous data available)	All students 97% English Learner 97% SWD 83.6%
Priority 6(a): School Climate as measured by all of the following, as applicable: Pupil suspension rates	All students 2.7%; English Learners 4.5%; SWDs 4.8%	All students 3.1%; English Learner 6.0%; SWD 6.0%
Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates Target: Total Number of expulsions - 9	Number of expulsions:	Decrease number of expulsions.
Priority 6: School Climate as measured by all of the following, as applicable: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. 17-18	In the more recent California Healthy Kids survey conducted in February 2018, 84% of ninth graders and 87% of 11th graders feel safe at school. Results from this survey also indicate that 90% of these students feel connected to their school.	Attain: 100% Sense of Safety; 100% connectedness to school

## Planned Strategies/Activities

## Strategy/Activity 1

Continue to provide a high-quality professional development on evidence-based intervention strategies that is principally directed to reduce suspensions, expulsions, and improve school climate for English Learners, foster youth and pupils of low socio-economic status.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2018 to June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

Amount	800.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Professional Development: Evidence-based intervention LCAP 3-1a
Amount	3,500.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development: Evidence-based intervention LCAP 3-1b
Amount	6,000.00
Source	Title IV
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Professional Development and extra dutiesfor activities to promote a safe and healthy educational environment: Title IV
Amount	2,000.00
Source	Title IV
Budget Reference	4000-4999: Books And Supplies
Description	supplemental materials and supplies to promote activities to support safe and healthy students: Title IV.

## Strategy/Activity 2

Continue to purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety. This action is principally directed to serve the unduplicated pupil population. Our district will continue to participate in the TUPE Tier II Project. As part of this project, we have been allocated funds for the following:

Implementation a combination of a primary research-validated tobacco prevention program, youth development (i.e. Friday Night Live, Safe School Ambassadors), intervention and cessation/referral activities, pregnant minor assessment/referral and linkage to services, to address problems identified in the TUPE project needs analysis and/or Training in research based curriculum to serve as a coach/support at the school site.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2018 to June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,800.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental Instructional materials LCAP 3-2a
<b>Amount</b>	500.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Supplemental Instructional materials LCAP 3-2b
<b>Amount</b>	20,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Sense of safety LCAP 3-2c
<b>Amount</b>	20,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Repairs LCAP 3-2c
<b>Amount</b>	3,500.00
<b>Source</b>	Tobacco-Use Prevention Education



<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Resources and supplies to continue in the TUPE Tier II Project (Tobacco Prevention Program)

### Strategy/Activity 3

Continue to provide alternative educational settings and add services to reduce suspensions and expulsions. This action is principally directed for the unduplicated student population.  
 Maintain intervention teacher  
 Contract with canine detection services to deter controlled substances on school grounds.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2018 to June 2019

#### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	81,246.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Academic Intervention teachers (Medina, A; Nunez, J; Tincher, C) LCAP 3-3
<b>Amount</b>	4,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Canine detection services LCAP 3-3

### Strategy/Activity 4

Continue to provide additional support, academic interventions and academic acceleration options for students to stay on track for graduation and increase graduation rates of the English Learner, students with disabilities and the homeless subgroups.  
 a. Maintain additional sessions of independent study and independent study teacher at Valley to reduce chronic absenteeism.  
 b. Maintain additional sections of credit recovery sections.  
 c. Extend teacher duty day to work with student and meet with parents after school.  
 d. Maintain Discipline Liaison and funding for portion of school psychologists and nurses.  
 e. Maintain contract with Delano Police Department for resource officer.  
 f. Fund an intervention counselor to reduce suspensions and expulsions.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

## Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	26,587.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Maintain additional credit recovery sections. LCAP 3-4c
<b>Amount</b>	72,261
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Extend Teacher duty day. LCAP 3-4c2
<b>Amount</b>	110,078.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Portion of Psychologist and nurse salary. LCAP 43-4d1
<b>Amount</b>	4,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies/equipment, operating. LCAP 3-4d2
<b>Amount</b>	85,713.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Classified Personnel Salaries & Benefits
<b>Description</b>	Discipline Liaison. LCAP 3-4d3
<b>Amount</b>	73,333.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Resource Officer. LCAP 3-4e
<b>Amount</b>	98,492.00
<b>Source</b>	LCAP Supplemental & Concentration

<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Fund intervention counselor. LCAP 3-4f

## Strategy/Activity 5

Continue to provide before school, afterschool, Saturday and/or evening interventions and reduce class sizes for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.

### Students to be Served by this Strategy/Activity

All Students who meet goals

### Timeline

August 2018-June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,500.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Tutorials, credit recovery, behavior intervention. LCAP 3-5a

## Strategy/Activity 6

Continue to maintain facilities in good repair.  
This action is principally directed to provide English Learners, foster youth, and pupils of low socio-economic status a quality learning environment and classrooms.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018-June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	15,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Repair physical education grounds.

## Strategy/Activity 7

Continue to provide an educational environment where students feel connected to school and can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2018-June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for activities and incentives for students attaining academic goals. LCAP 3-8
Amount	3,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Presenters and supplies for activities. LCAP 3-8

## Strategy/Activity 8

promote additional parental involvement to improve learning outcomes of English Learners, foster youth and pupils of low socio-economic status by:

- continuing to conduct Parent Awareness workshops.
- continuing to provide district for parent outreach and assistance.
- maintaining modified classified staff work calendar to improve services for students.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2018-June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

Amount	4,000.00
Source	LCAP Supplemental & Concentration

<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Parent workshop (i.e. coffee with a counselor). LCAP 3-9a
<b>Amount</b>	300.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Parent workshops supplies. LCAP 3-9a
<b>Amount</b>	1,500.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	Classified Personnel Salaries & Benefits
<b>Description</b>	Parent calls, visits. LCAP 3-9b
<b>Amount</b>	1,800.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Parent outreach. LCAP 3-9b
<b>Amount</b>	2,000.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	Certificated Personnel Salaries & Benefits
<b>Description</b>	Parent outreach

## Strategy/Activity 9

Continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2018-June 2019

### Person(s) Responsible

Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000.00
<b>Source</b>	LCAP Supplemental & Concentration
<b>Budget Reference</b>	4000-4999: Books And Supplies

**Description**

stakeholder meetings. LCAP 3-10

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

Provide a high quality education to improve college readiness and proficiency or standard met levels for all learners, including

English learners and foster youth, in all core academic content areas.

There is an academic achievement gap between all learners and the English Learner and Students with Disabilities subgroups as evidenced by this year's baseline data. We need to improve in preparing all students for college and/or career. This includes improving AP passing and dual enrollment rates. An additional area of identified need is to implement academic content and performance standards in courses provided to students with significant cognitive disabilities. DJUHSD intends to continue to provide the support to continue performing well on state academic and local assessments.

The students at RFKHS will meet or exceed the 2016-2017 SBAC targets.

CAASPP English: All students 67%; EL's 38%; SWD 4%

CAASPP Math: All students 32.5%; EL's 11%; SWD 4%

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% teachers fully credentialed and appropriately assigned	100% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials.	100% of students have standards-aligned materials.
Priority 1(c): Basic Services-School facilities are maintained in good repair.	RFK 100% in "Good Repair"	There are zero number of instances where our facilities do not meet the "good repair" standard.
Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students.	100% implementation of state board adopted academic and performance standards.	Based on administrative observations, maintained 100% implementation of academic content and performance standards for all students. California School Dashboard Fall 2017 Met FULL IMPLEMENTATION AND SUSTAINABILITY: English, ELD, mathematics, Visual Performing, and World Languages FULL IMPLEMENTATION: Science, Social Studies, Career Technical Education, Health and Physical Education

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 2(b): Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	<p>a. Attain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction.</p> <p>b. Maintain ELD standards implementation in all English, ELD and ELA intervention classes daily.</p>	<p>Based on administrative observations, maintained 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p> <p>California School Dashboard Fall 2017 Met</p> <p>English Language Development - FULL IMPLEMENTATION &amp; SUSTAINABILITY</p>
Priority 4(a) Pupil Achievement Statewide assessments	<p>To Attain standard met:</p> <p>CAASPP English:</p> <p>All Students 67%</p> <p>ELs 38%</p> <p>SWD 4% 4.5%</p> <p>CAASPP Mathematics:</p> <p>All Students 32.5%</p> <p>ELs 11%</p> <p>SWD 4% 2.5%</p> <p>CAASPP Science</p> <p>All Students N/A</p> <p>CAPA</p> <p>SWD 83%</p>	<p>CAASPP English:</p> <p>All students 65.5%</p> <p>ELs 23.4%</p> <p>SWD 14.1%</p> <p>CAASPP Mathematics:</p> <p>All students 30.8%</p> <p>ELs 5.2%</p> <p>SWD 4.8%</p> <p>CAA (Formerly CAPA)</p> <p>ELA 8%</p> <p>Mathematics 17%</p>
Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework.	<p>Attain:</p> <p>UC a-g completion</p> <p>All Students 41%</p> <p>CTE completer</p> <p>All Students 35%</p>	<p>UC a-g completion</p> <p>All students 52.3%</p> <p>CTE completer</p> <p>All Students 34.4%</p> <p>SWDs 32% (Baseline data - No previous data available)</p>
Priority 4(d): Pupil Achievement - The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT. Now ELPAC	For the 2018 year, DJUHSD is transitioning to ELPAC. Results will be the baseline.	
Priority 4(e): Pupil Achievement - The English learner reclassification rate.	<p>Goal: Reclassification</p> <p>All Students 26%</p>	All Students 19.18%
Priority 4(f): Pupil Achievement - The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher;	<p>To attain-</p> <p>AP exams passed:</p> <p>34%</p>	<p>AP exams passed: 31.4%</p> <p>The DJUHSD implemented dual enrollment opportunities during the 2016-17 school year. As a result, we had 223 students pass English and US History and earned college credit. More of our students are opting to take dual enrollment core classes to receive the college credit.</p>



Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 4(g): Pupil Achievement - The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	CAASPP English: All Students 67% CAASPP Mathematics: All Students 32.5% ACT Scores above 21 36% Increase 1.6% SAT Attained Scores above 1500 32% Increase 1%	CAASPP English: All Students 66.5% CAASPP Mathematics: All Students 30.8% ACT Scores above 21 34.4% Decrease 1.6% SAT Attained Scores above 1500 19.1% Decrease 12.9% College/Career Prepared California School Dashboard Class of 2016 (Baseline data - No previous data available) All Students 46.2% English Learners 16.2% Students w/Disabilities 5.3% Homeless 36.9%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ensure all students are provided with high quality instruction by providing formal data analysis protocol for Stakeholder Meetings to refine the quality of instruction, curriculum, and assessments based on data analysis.	Teachers analyzed data and local assessments to refine instruction. They utilized time on Wednesday mornings, after school and summer to collaborate, align and refine curriculum. Teachers participated in PLC with their cohort on Saturdays and during summer.	Conduct district and site stakeholder meetings for data analysis, outcome analysis, and performance analysis. LCAP Goal 1 Action 1. (LCAP and other funding) 1000-1999: Certificated Personnel Salaries Title I 18,000.00	Certificated staff were compensated to refine the curriculum scope and sequence and assessments based on data analysis after school and during the summer. 1000-1999: Certificated Personnel Salaries Title I 17,500.00
Purchase supplemental standards aligned textbooks/e-books for the core areas of English, Mathematics, science, and social studies. Improve technology implementation infrastructure to improve instructional strategies.	Supplementary instructional materials were purchased to improve student outcomes. These include NEWSELA software, Listen-wise software, Smart Learning Suite, white boards for student use (check for understanding), graphing calculators, and supplemental reading software and materials. These supplementary	Purchase of supplemental materials aligned to the content standards. LCAP Goal 1 Action 3 4000-4999: Books And Supplies LCFF - Supplemental 9,700.00	Supplemental instructional material was purchased throughout the year to assist teaching to improve student outcome. 4000-4999: Books And Supplies LCFF - Supplemental 9,500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	instructional materials were principally directed to the unduplicated pupil count to improve outcomes.		
Provide support for teachers and systemic Professional Development aligned to academic content standards and are evidence based t to improve student outcomes. Examples: Explicit Direct Instruction (EDI), CPM, SDAIE, DOK, ELD, and Co-teaching.	Funded mentors and induction program to improve teacher quality and instruction principally directed to English Learners, Foster and homeless youth, and pupils of low-socioeconomic status. Conducted two district wide professional development days. The first was held two days before the start of the school year. The second professional development day was held on January 9th, the first day before second semester. RFK participated in PLC training with Solution Tree; Provided Aeries data analysis training for teachers. Staff attended workshops provide the county. Special Ed teachers and core instructors received professional development in Co-teaching instructional practices. Provided targeted, evidence-based professional development. The professional development included training in CUE, PLC (Solution Tree), NGSS, ELD (Academic Conversations), Bill Bird Science workshops, Advanced Placement, and Data Analysis to improve instruction for English Learners and low-socio economic pupils.	Provide professional development that is aligned to academic standards. LCAP Goal 1 Action 2.  (LCAP and Other Funding) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 10,500.00	Provided professional development to improve instruction. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 10,000.00

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Provide after school tutorials, Saturday School to assist in academic achievement, Intervention in Math, ELA, Science, Social Studies, and ELD.	Provided academic tutorials for intervention and AP passing, UC a-g preparedness, and other college readiness indicators. Provided reading, writing and mathematics intervention during the day. Maintained reduced class size for students not attaining standard in ELD, English 9 and English 10 General.	After School tutorial and Saturday School will provide Academic Support for students who need additional help and/or need to make up homework/classwork . LCAP Goal 1 Action 6  (LCAP and Other Funding) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 20,000.00	Provided after school tutorials, Saturday School to assist achievement, intervention in math, ELA, Science, Social Studies, and ELD. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 22,000.00
Provide opportunities for students to field trips to four year universities.	Counselors provided several field trips to four year universities to students.	Provide field trips to four year universities. LCAP Goal 1 Action 7  (LCAP and Other Funding) 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 5,000.00	Counselors scheduled two field trips to four universities. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3,000.00
Parent Trainings to increase parental involvement.	RFK provide parent training for school site council, ELAC and Title 1. In addition, RFK continued with Coffee with a Counselor on a monthly basis. This provides the counselors to inform parents regarding Aeries parent portal, UC a-g requirements, assisting parents with completing financial aide for college, and other pertinent information regarding high school requirements. Additional, RFK continued to encourage parents to attend Back to School Night, Honors to Scholars, and teacher/parent meetings.	Provide parent trainings: Coffee with the Counselor; Aeries Parent Portal training; School Site/ELAC training LCAP Goal 1 Action 7 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,900.00	We provided training to school site council, ELAC and Title 1. In addition, we had multiple parent meetings. Counselors scheduled five coffee with the counselor meeting during the school year. In addition, we had several parent meeting as we had a WASC visit. Parents were trained on how to use our Aeries parent portal and were provided information for college requirements. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,000.00
Student/Staff Incentives	Students and staff were recognized for attaining or passing state indicators.	Site administration will continue to coordinate	Provided staff and student recognition for

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Actions included recognition luncheon, t-shirts, mugs, and field trips.	resources toward student academic intervention and promote Incentives, rewards, and celebrations for student and staff recognition LCAP Goal 1 Action 9  (LCAP and Other Funding) 4000-4999: Books And Supplies LCFF - Supplemental 11,000.00	meeting student outcomes. Students who meet CAASPP took field trip. t-shirts were purchased for student of the month and recognized staff for meeting outcomes. 4000-4999: Books And Supplies LCFF - Supplemental 10,000.00
Staff Funding	Portion salary of Learning director, technology support, and instructional assistance to improve student outcome.	Salaries for Nagib Obeid- Assistant Principal, Instructional Aide, Richard Lauricio-Tech Support Jeffrey Mateo-Tech Support George Mateo-Tech Support Alicia Santiago-Tech Support  Math Teacher Coach  1000-1999: Certificated Personnel Salaries Title I 70,344.00  Richard Lauricio-Tech Support Jeffrey Mateo-Tech Support George Mateo-Tech Support Alicia Santiago-Tech Support 2000-2999: Classified Personnel Salaries Title I 13,421	Portion of salary for Learning Director to improve student outcome 1000-1999: Certificated Personnel Salaries Title I 70,344.00  Portion of salary for tech support to assist in improving student outcome. 2000-2999: Classified Personnel Salaries Title I 13,000.00
Class size Reduction	Provided support staff to improve student outcomes: ? Maintained ELD coordinators, portion salary Learning Directors and Associate and Assistant Superintendents	6th Period Assignments for Joaquin Alvarado Natalie Banuelos Gloria Boulet Alex Delgado Tatyana Folger Shawn McQuilliams	The estimated cost for reducing class size reduction f 1000-1999: Certificated Personnel Salaries Title I 98,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>of Curriculum/ELD, ELD Clerks, technology support staff, and instructional assistants. ?</p> <p>Maintained two additional SH aides to increase access for students with disabilities to a broad course of study. ?</p> <p>Added to Title I funding a resource teacher period (academic coach) in English and mathematics at each comprehensive school site to close the English Learner and students with disabilities achievement gap. Seven teachers were assigned 6th period to reduce class size instruction for English and Math.</p>	<p>James Sepsey 1000-1999: Certificated Personnel Salaries Title I 99,477.00</p>	

## Analysis

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

Our staff continues to utilize time to evaluate data, collaborate, and modify and refine curriculum and assessments to meet student needs. Teachers continue to participate in targeted, high-quality professional development. The full implementation of content standards, the supplementary instructional materials, technology, tutorials, interventions and the increased UC a-g offerings attributed to attaining or surpassing the outlined goals.

All actions and services were implemented during the 2017-18 school year. RFK provided professional development opportunities to all staff. Staff participated in the two professional development days offered in Goal 1 Action 1. We provided all interventions and support for student success through our opportunity programs and academic intervention sessions. Students of low socio economic status received additional support services from our psychologists, nurses, discipline liaisons, and resource officers. RFK was able to complete much needed repairs i.e. painting of buildings, to student use facilities. Parent outreach and workshops were conducted in the evenings on a regular basis. RFK accommodated student needs by adjusting the classified staff work calendar to align to student school days.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. These stakeholders are pleased with the increased services for our students and the outcomes (graduation rates, low suspension rates, and low expulsion rates) that have been attained. The DJUHSD has attained 100% credentialed and appropriately teachers, full implementation of academic content standards, and facilities are much improved with the repairs completed this year. Dropout rates declined to a 0.4% which is far below county and state levels of 2.0% and 2.4%, respectively. Our district continues to maintain a "Very High" graduation rate of 97%, and suspension rates below county and state levels. RFK's UC a-g completion rate of 54.2% (an increase of 4% over previous) exceeds county (35%) and state (46.8%) UC a-g preparedness. Similarly, the DJUHSD English Learner Progress Indicator continues at a "Very High " level on the California Dashboard. The stakeholders concurred the outlined actions and services are appropriate.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no significant differences in budgeted expenditures in most actions other than the need to improve technology, reduce class size in areas of need, and reduced expenditure for field trips resulting from utilization of additional available resources. Action 2 resources were not fully utilized due to availability of Teacher Effectiveness grant monies. These monies are not available next year. The resources not fully used in the actions outlined in this goal were used to purchase supplementary instructional materials and technology to attain the targeted goals. Some of the Action 6 resources for intervention were transferred to reduce class sizes.

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.

There were only a couple of changes added to this goal. To close the academic achievement gap in English and mathematics for students with disabilities, DJUHSD added a part-time resource teacher for the special education program. The DJUHSD also added an additional mathematics teacher at Cesar E. Chavez to reduce class size.



# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 2

Robert F. Kennedy will continue to provide all students course access and to improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education. DJUHSD has identified the need for pupils with significant disabilities to have access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, DJUHSD goal is to continue to performing in the top 25% in visual performing arts, Mock Trial, and improve the physical fitness and AP Foreign Language to the 2017-2018 annual measurable outcomes.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 7(a): Course Access Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	Attain 100% of pupils have access to a broad course of study.	100% of pupils have access to a broad course of study.
Priority 7(b): Course Access Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	Attain 100% of unduplicated pupils have access to a broad course of study.	100% of unduplicated pupils have access to a broad course of study.
Priority 7(c): Course Access Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	Attain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220	English AP Passing 75 UC a-g Completion 66 Mathematics AP Passing 88 UC a-g Completion 52% Science AP Passing 34 UC a-g Completion 73% Social Science AP Passing 48 UC a-g Completion 80% Foreign Language AP Passing 220 UC a-g Completion 76% Physical Fitness Test Fitness Zone Passing Gain Abdominal Strength 89.6% 0.1% Aerobic Capacity 68% 1.1% Body Composition 54% 1.3% Flexibility 77% 0.9% Trunk Extension 95.2% 0% Upper Body Strength 69% 1.0% Visual Performing Arts:	English AP Passing 55 Dual Enrollment Passing 52 UC a-g Completion 70% Mathematics AP Passing 76 UC a-g Completion 60% Science AP Passing 14 UC a-g Completion 60% Social Science AP Passing 47 Dual enrollment Passing 171 UC a-g Completion 73% Foreign Language AP Passing 238 UC a-g Completion 70% Physical Fitness Test Fitness Zone Passing Abdominal Strength 85.3% Aerobic Capacity 59.8% Body Composition 50.4% Flexibility 76.2% Trunk Extension 93.3%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Perform or achieve top 35% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 67% CTE Completers 35%	Upper Body Strength 61.1% Visual Performing Arts: Perform or achieve top 35% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 67% CTE Completers 35%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Formal data analysis protocol to Collaborate to refine and develop curriculum and assessment.	Data analysis and collaboration was conducted bi-weekly and curriculum was refined for the CTE pathways. In addition, teachers analyzed and collaborated after school and on a couple of Saturdays to refine curriculum and assessments.	Refine curriculum and assessments LCAP Goal 2 Action 1  (LCAP and Other Funding) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,900.00	Data analysis and collaboration was conducted bi-weekly and curriculum was refined for the CTE pathways. In addition, teachers analyzed and collaborated after school and on a couple of Saturdays to refine curriculum and assessments. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,000.00
Provide evidence based Professional Development opportunities for teachers and administrators that are aligned to content standards.	Physical education teachers attended the California Association for Health and Physical Education to learn new instructional strategies to improve student outcomes in Physical Fitness. Staff also attended CUE and work-base workshops. In addition, staff attended the annual CTE Conference in Sacramento	Professional Development that is evidence based strategies LCAP Goal 2 Action 2  (LCAP and Other Funding) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 7,300.00	Professional development to assist in achieving goal 2. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 7,000.00
Supplemental Materials to support staff in meeting LCAP Goal 2. Improve technology infra-structure	Purchased heart rate monitors, body fat analyzers, resistance loops, physical fitness equipment, and US	Supplemental materials and supplies to assist in achieving goals. Continue to purchase technology (Interactive	Supplemental material to support staff in meeting LCAP Goal 2 in improving technology to improve instructional



<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
to improve instructional strategies.	games software to improve Physical Fitness results. RFK also purchased supplies and costumes for color guard, music equipment and costumes for the performances.	Projectors, tablets, calculators, etc.) to enhance and improve student performance to meet 21st Century Skills. LCAP Goal 2 Action 3 (LCAP and Other Funding) 4000-4999: Books And Supplies LCFF - Supplemental 24,000.00	strategies. 4000-4999: Books And Supplies LCFF - Supplemental 24,000.00
Provide before school, after school, Saturday school, intervention, tutorials, to accommodate students needs. Improve parental involvement support to achieve goals.	Continued to provide afterschool intervention to improve student outcomes to improve AP passing rates, Physical Fitness, and increase CTE industry job skills certificates, and provide instructional field trips for students with special needs.	After School intervention to assist in LCAP goal 2 Action 5. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,000.00	Provide before school, after school, Saturday school, intervention, tutorials, to accommodate students needs. Improve parental involvement support to achieve goals. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 7,000.00
College and Career Visitations to promote and enhance students interest in college and careers.	Schools visited Fresno State University, CSUB, Bakersfield College, National Parks for community service, and the Bakersfield Symphony and hosted Grand Canyon University.	College and Career Visitations. LCAP Goal 2 Action 6 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 5,000.00	Schools visited Fresno State University, UCLA, CSUN, CSUB, Bakersfield College, National Parks for community service, and the Bakersfield Symphony and hosted Grand Canyon University. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3,500.00
Educational Consultant(s).	Continued Educational consultant for Mock Trial to continue to be in the top 10 in the county.	Mock Trial Consultant 1000-1999: Certificated Personnel Salaries Title I 12,500.00	Consultant mock trial instructor. 1000-1999: Certificated Personnel Salaries Title I 12,500.00

## Analysis

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

RFK provided professional development time on Wednesday to refine instruction and curriculum in CTE, foreign language, visual performing arts, and physical education. We maintained the additional CTE pathway teachers as well as funding North Kern Vocational Center to improve college readiness. Staff also participated in high quality professional development, purchased equipment and supplies, purchased updated technology, provided tutorials, and provided filed

trips to colleges and universities. Course access increased for students with severe cognitive disabilities by utilizing the additional instructional assistants to accompany them to other subject areas such as music, art, choir, and computer literature. Our CTE Director was instrumental in aligning CTE course and articulating dual enrollment opportunities for our students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. The additional instructional assistants increased course access for students with disabilities to 100% access to a broad course of study. Stakeholders concurred to keep the outlined actions and services to meet student outcomes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no significant differences in budgeted expenditures and actual 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.

DJUHSD added to Goal 2 Action 4 the funding of a welding teacher and two health pathway teachers to increase CTE completion rates. To provide access to a broad course of study, DJUHSD has added in Goal 2 Action 5 a choir teacher at Robert F. Kennedy High School. Robert F. Kennedy High School did not have a choir teacher.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

Robert F. Kennedy will continue to provide all students with a high quality educational environment where they can take pride in their facilities and look forward to coming to school everyday. It will assist in reducing expulsions and suspension rates; increase graduation rates; increase parental involvement; and increase teacher contact with parents.

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	97.2% teachers fully credentialed and appropriately assigned	California School Dashboard Fall 2017 Met Delano Joint Union High School District has zero misassignments of teachers of English learners, zero total teacher misassignments, and zero vacant teacher positions.
Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have Standards-Aligned material	California School Dashboard Fall 2017 Met Delano Joint Union High School District has 0% students without access to their own copies of standards-aligned instructional materials for use at school and at home.
Priority 1(c): Basic Services-School facilities are maintained in good repair.	RFK 100% in "Good Repair"	California School Dashboard Fall 2017 Met There are zero number of instances where our facilities do not meet the "good repair" standard. The Facility Inspection Tool has a few noted deficiencies for repair of asphalt, roof, fence, and grounds at specific school sites. These minor deficiencies are currently under repair. The progress on this standard was reported to the local governing board at the November 2017 public meeting.
Priority 3(a): Parental Involvement addresses: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;	Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site.	The DJUHSD maintained the increased parental involvement for the 2017-18 from the previous year and attained the increase of 10% parental participation. The Parent Advisory groups were instrumental in

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site.</p>		<p>providing input in the development and/or refinement of LCAP actions. California School Dashboard Fall 2017 Met</p> <p>Delano Joint Union High School administered a local survey to parents/guardians of our schools across grades 9 through 12. Approximately 1245 of our parents responded to the survey. The results of the survey indicate that 96% of parents agree that the school involves parents in providing input in making decisions for the school or district. In addition, 96% of parents also agree that the school promotes parental participation in programs. The local survey was developed to suit the Local Control Accountability Plan (LCAP) priorities and metrics. Questions were tailored for parents to provide specific responses to the areas of need (State Priorities) in the LCAP. The findings of the survey are directly related to the goals established in the LCAP.</p>
<p>Priority 3(b): Parental Involvement addresses: How the school district will promote parental participation in programs for unduplicated pupils Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.</p>	<p>Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.</p>	<p>Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory. California School Dashboard Fall 2017 Met</p>
<p>Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs. Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.</p>	<p>The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.</p>	<p>The Special Education Parent Advisory (SEPAC) provides for parent input in making decisions for the school district and school sites. SEPAC has been instrumental in recommending actions to improve the students with disabilities outcomes in the eight priorities. California School Dashboard Fall 2017 Met</p>
<p>Priority 5(a): Pupil Engagement as measured by all of the following, as applicable: School attendance rates - Attain 96.2%</p>	<p>Attain 96.2% Attained 95.77%</p>	<p>95.8%</p>
<p>Priority 5(b): Pupil Engagement as measured by all of the following, as applicable:</p>	<p>Reduce Chronic absenteeism to 13%</p>	<p>15.3%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic absenteeism rates - Reduce Chronic absenteeism to 13%		
Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: High school dropout rates; and Target 0.7%	0.7% 2015-16 0.3% (15)	0.4%
Priority 5: Pupil Engagement as measured by all of the following, as applicable: High school graduation rates	All students 97% English Learner 97% SWD 83.6%	All Students 97% English Learners 95% SWDs 80.3% Homeless 91.5% (Baseline data - No previous data available)
Priority 6(a): School Climate as measured by all of the following, as applicable: ? Pupil suspension rates	Goal: All students 3.1% English Learner 6.0% SWD 6.0%	All students 2.7% English Learners 4.5% SWDs 4.8%
Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates Target: Total Number of expulsions - 9	Total number of Expulsions: 9	All students 19 total students English Learners 6 students (Baseline data - No previous data available)
Priority 6: School Climate as measured by all of the following, as applicable: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Attain: 100% Sense of Safety 100% connectedness to school	California School Dashboard Fall 2017 Met Delano Joint Union High School District school sites administered a local climate survey to parents at the beginning of the school year. Approximately 1250 parents participated in the local climate survey. The 98% of the parents surveyed indicate students feel safe at school. In the more recent California Healthy Kids survey conducted in February 2018, 84% of ninth graders and 87% of 11th graders feel safe at school. Results from this survey also indicate that 90% of these students feel connected to their school.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Promote culture and school/district mission and vision. Foster an	Provided incentives, activities, and trips to	Foster an educational environment where	

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting goals outlined in the LCAP priorities.	promote academic success.	students can attain academic success. LCAP Goal 3 Action 8  LCAP and other funding 4000-4999: Books And Supplies LCFF - Supplemental 2,000.00	
Increase parental Involvement: Parent contact: Inform parents when students are not performing academically to expectations.  Teachers will be responsible for calling or writing parents when students are not performing to expectations.	Counselors conducted parent awareness workshops throughout the year. Classified staff assisted in providing assistance and information to parent in the evenings. The district provided resources to accommodate the classified work calendar to improve and increase services to parents and students.	Aeries Parent/Student Portal workshops LCAP Goal 3 Action 9 (LCAP and other funding) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,000.00	
Systemic Professional Development: Evidence based intervention strategies.	Provided evidenced-based professional development that included Restorative Practices, Safe Ambassador's training, Safety training, Bullying Prevention workshops, discipline workshops, intervention training, Proact training and suicide prevention training.	Professional Development to improve strategies. LCAP Goal 3 Action 1  (LCAP and Other Funding) 4000-4999: Books And Supplies LCFF - Supplemental 2,500.00	
Provide before school, after school, Saturday school, intervention, tutorials, credit recovery to accommodate students needs	Provided before school, afterschool, Saturday and/or evening Interventions and reduce class sizes for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.	Tutorials, credit recovery, behavioral intervention LCAP Goal 3 Action 5  (LCAP and Other Funding) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6,000.00	



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional Activities and Field Trips	<p>Provided field trips for English Learners and low socio-economic pupils to Cal Poly, Getty Museum, the Exposition Park, Bakersfield Symphony, and Project 180 Field trip. We also funded additional sections of Independent study at each high school. DJUHSD also provided credit recovery sections at each school and in Earlimart. The psychologist and nurses provided much needed support services. All supplies needed for student groups and grieving were provided as well. Discipline Liaisons assisted in intervention and reducing the English Learner and Students with Disabilities suspension rate. The resource officers increased student sense of safety.</p>	<p>Instructional activities and Field Trips to assist with LCAP goal 3 action 4</p> <p>(LCAP and Other Funding) 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 7,000.00</p>	
Supplemental Materials including technology to assist in achieving LCAP Goal 3.	<p>Purchased supplies for the Safe Ambassador's Schools Program and the Growing Leaders Program, listening devices for alternative program, purchased additional radios for sense of student safety, updated software licenses for student use, and medical training supplies.</p>	<p>Supplemental Instructional materials including technology to assist with LCAP goal 3 action 2. 4000-4999: Books And Supplies LCFF - Supplemental 4,800.00</p>	
Supplies/Equipment, and operating expense. Improve technology in the classroom.	<p>Purchased technology to improve SDAIE and ELD strategies for English Learner and improve student performance for low-socio economic pupils at all four schools. Maintained web-page for parent involvement and purchased parent outreach mobile application.</p>	<p>Supplies and equipment including technology supplies and operating expenses to assist with LCAP goal 3 action 4 4000-4999: Books And Supplies LCFF - Supplemental 4,000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to conduct stakeholder meetings for data analysis, outcome analysis and performance analysis.	Stakeholder meetings were held during the day, after school, and evenings to accommodate parents, students, teachers, administrators, the community, and the collective bargaining unit members.	Supplies for stakeholder meetings. 4000-4999: Books And Supplies LCFF - Supplemental 2000.00	
		Supplies for stakeholder meetings 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2000.00	

## Analysis

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

All actions and services were implemented during the 2017-18 school year. DJUHSD provided professional development opportunities to all staff. Staff participated in the two professional development days offered in Goal 1 Action 1. We provided all interventions and support for student success through our opportunity programs and academic intervention sessions. Students of low socio economic status received additional support services from our psychologists, nurses, discipline liaisons, and resource officers. DJUHSD was able to complete much needed repairs to student use facilities. Parent outreach and workshops were conducted in the evenings on a regular basis. DJUHSD accommodated student needs by adjusting the classified staff work calendar to align to student school days.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. These stakeholders are pleased with the increased services for our students and the outcomes (graduation rates, low suspension rates, and low expulsion rates) that have been attained. The DJUHSD has attained 100% credentialed and appropriately teachers, full implementation of academic content standards, and facilities are much improved with the repairs completed this year. Dropout rates declined to a 0.4% which is far below county and state levels of 2.0% and 2.4%, respectively. Our district continues to maintain a "Very High" graduation rate of 97%, and suspension rates below county and state levels.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no significant differences.

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.

With respect to Goal 3, DJUHSD has added to student sense of safety resources for equipment and repair to better secure the school campus. To reduce suspensions and expulsions, the DJUHSD has added actions for a canine detection services and an intervention counselor for each comprehensive school site. To increase services for students and parents, the DJUHSD is extending the teacher duty day for teachers to be available for students and parents afterschool. This school year the classified work calendar was modified to increase and improve services for students by making staff available during the school year.



## Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	752,063
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	3,740,445

### Allocations by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
College Readiness	52,600.00
LCAP Supplemental & Concentration	2,691,282.00
Title I	653,936.00
Title I Part A: Parent Involvement	2,000.00
Title II Part A: Improving Teacher Quality	59,409.00
Title III Immigrant Education Program	3,718.00
Title IV	33,000.00
Tobacco-Use Prevention Education	3,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	410,811.00
5000-5999: Services And Other Operating Expenditures	462,704.00
5800: Professional/Consulting Services And Operating Expenditures	17,800.00
Certificated Personnel Salaries & Benefits	2,188,010.00
Classified Personnel Salaries & Benefits	420,120.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	College Readiness	28,100.00
5000-5999: Services And Other Operating Expenditures	College Readiness	5,000.00
Certificated Personnel Salaries & Benefits	College Readiness	19,500.00
4000-4999: Books And Supplies	LCAP Supplemental & Concentration	236,200.00
5000-5999: Services And Other Operating Expenditures	LCAP Supplemental & Concentration	427,704.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP Supplemental & Concentration	300.00
Certificated Personnel Salaries & Benefits	LCAP Supplemental & Concentration	1,823,971.00
Classified Personnel Salaries & Benefits	LCAP Supplemental & Concentration	203,107.00
4000-4999: Books And Supplies	Title I	137,293.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,500.00
Certificated Personnel Salaries & Benefits	Title I	277,130.00
Classified Personnel Salaries & Benefits	Title I	217,013.00
Certificated Personnel Salaries & Benefits	Title I Part A: Parent Involvement	2,000.00
Certificated Personnel Salaries & Benefits	Title II Part A: Improving Teacher Quality	59,409.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	3,718.00
4000-4999: Books And Supplies	Title IV	2,000.00
5000-5999: Services And Other Operating Expenditures	Title IV	25,000.00
Certificated Personnel Salaries & Benefits	Title IV	6,000.00
4000-4999: Books And Supplies	Tobacco-Use Prevention Education	3,500.00

# 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
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Raudel Rojas	Principal
Mark Booc	Classroom Teacher
Vanessa Alcantar	Classroom Teacher
Joaquin Alvarado	Classroom Teacher
Anabel Jasso	Other School Staff
Maricela Lizarraga	Other School Staff
Perla Ramos	Secondary Student
Susanna Hernandez	Secondary Student
Ashley Maldonado	Secondary Student
Tony Counts	Parent or Community Member
Adriana Ochoa	Parent or Community Member
Saleh Alshami	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
	Other: WASC Committee

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 10/23/2018.

Attested:

Principal, Raudel Rojas on
SSC Chairperson, Vanessa Alcantar on

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.



## Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program