

School Year: 2019-20



School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------|--------------------------------------|---|------------------------------|
| Robert F. Kennedy High School | 15634120116384 | October 30, 2019 | November 12, 2019 |

Purpose and Description

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

Schoolwide Program

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

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 under-served student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of under-served 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.

Robert F. Kennedy High School's Plan for Student Achievement effectively meets the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. The LCAP is the foundation for all expenditures incurred within the Delano Joint Union High School District (DJUHSD). Based on the needs assessment and goals found in the LCAP, RFK utilizes federal funds to supplement, not supplant base funding in accordance with our defined purpose and goals. As a Title I school wide program, Robert F. Kennedy High School held several stakeholder meetings during the 2018-19 school year, which include parent advisories, teachers, students, and other staff (such as counselors, psychologists,

nurse, discipline and attendance staff, instructional assistants and intervention counselors) as follows:

| | |
|------------------|--|
| October 2, 2018 | ELAC Meeting SPSA – Needs |
| October 11, 2018 | SSC Council Meeting – Needs Assessment |
| March 13, 2019 | LCAP Meeting with RFK Teachers |
| March 13, 2019 | LCAP Meeting with Other RFK Staff |
| March 20, 2019 | LCAP Meeting with RFK Students |

During the ELAC and SSC meetings, the effectiveness of the actions in the 2018-19 LCAP were assessed using RFK's Program Evaluation form containing questions to complete a needs analysis for the 2019-20 SPSA. Data and outcomes were reviewed during all three LCAP meetings to provide parents, teachers, students, and other staff (such as counselors, psychologists, nurse, discipline and attendance staff, instructional assistants and intervention counselors) the opportunity to make any recommendations for new actions. LCAP data analysis, outcome analysis, and performance analysis were conducted to determine areas of need, current services, and to determine need for new actions. Meetings are held during the day or evenings to increase stakeholder attendance and participation.

Parents expressed they were pleased with the overall performance of the school during advisory meetings. In addition to parent advisories, data was reviewed at our annual Back to School Night that was held on Wednesday September 4, 2019, where parents were asked to provide recommendations of new actions/services to improve student achievement. In previous meetings, teachers were consulted on the new proposed actions, which include a district-wide dual enrollment clerk to assist in registering students for college courses, and an additional security officer to improve student and teacher sense of safety. Other staff, such as Counselors, School Psychologist, School Nurse, Instructional Aides and office support staff also agreed with the proposed actions and communicated that LCAP is beneficial to our school community. Our RFK students were also in agreement with the proposed actions and did not provide any new recommendations. After the above consultation from RFK stakeholders, some minor modifications were made to the actions and presented to our School Site Council for review on October 25, 2019 and final approval on October 30, 2019.

Table of Contents

| | |
|---|-----|
| SPSA Title Page | 1 |
| Purpose and Description..... | 2 |
| Table of Contents..... | 4 |
| Comprehensive Needs Assessment Components | 6 |
| Data Analysis | 6 |
| Surveys | 6 |
| Classroom Observations..... | 10 |
| Analysis of Current Instructional Program..... | 11 |
| Stakeholder Involvement | 47 |
| School and Student Performance Data | 53 |
| Student Enrollment..... | 53 |
| CAASPP Results..... | 55 |
| ELPAC Results | 59 |
| Student Population..... | 62 |
| Overall Performance | 63 |
| Academic Performance..... | 64 |
| Conditions & Climate..... | 73 |
| Goals, Strategies, & Proposed Expenditures..... | 75 |
| Goal 1..... | 75 |
| Goal 2..... | 87 |
| Goal 3..... | 96 |
| Budget Summary | 107 |
| Budget Summary | 107 |
| Other Federal, State, and Local Funds..... | 107 |
| Budgeted Funds and Expenditures in this Plan | 108 |
| Funds Budgeted to the School by Funding Source..... | 108 |
| Expenditures by Funding Source | 108 |
| Expenditures by Budget Reference | 108 |
| Expenditures by Budget Reference and Funding Source | 108 |
| Expenditures by Goal..... | 109 |
| School Site Council Membership | 110 |
| Recommendations and Assurances | 111 |
| Instructions..... | 112 |
| Instructions: Linked Table of Contents..... | 112 |
| Purpose and Description..... | 113 |
| Stakeholder Involvement..... | 113 |

| | |
|--|-----|
| Resource Inequities | 113 |
| Goals, Strategies, Expenditures, & Annual Review | 114 |
| Annual Review | 115 |
| Budget Summary | 116 |
| Appendix A: Plan Requirements | 118 |
| Appendix B: | 121 |
| Appendix C: Select State and Federal Programs | 123 |

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Robert F. Kennedy High School regularly ask our students, parents, and staff to respond to questions about our programs that we offer. We have found that such an activity provides us with valuable feedback about how we are doing in our quest to provide an exemplary education to the students who walk our hallways. Some of our surveys, and the implications are below.

Parent Surveys

At our yearly Back to School Night on September 4, 2019, 251 parents participated in our survey about our school and the programs we offer. The survey below shows that parents feel that we are providing their student with a strong and challenging curriculum, as well as keeping their children safe while they are on campus.

- 99.2% of parents agreed that the school has sufficient standards aligned instructional materials in history, English, mathematics, science, and ELD
- 98.8% of parents agreed that the school facility is in good repair.
- 100% of parents agreed that teachers are appropriately assigned and fully credentialed in their subject area.
- 100% of parents agreed that the school has implemented the academic content standards for all students, including English Language learners, students with disabilities, and those who are gifted.
- 99.2% of parents agreed that the school involves parents in providing input in making decisions for the school/district.
- 98.8% of parents agreed that the school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.
- 99.3% of parents agreed that the school/district prepares students for college or career pathways.
- 100% of parents agreed that the district/school effectively addresses attendance, dropout, and graduation.
- 100% of parents agreed that the school provides alternatives to suspension for minor offenses such as disruption or defiance.
- 98.4% of parents agreed that students feel safe while at school and students feel connected to school.
- 99.6% of parents agreed that the school provides access to a broad course of study.

Student Surveys - September 2019

The following questions were included on the student survey.

1. The School has sufficient standards aligned instructional materials in history, English, mathematics, science, and ELD.

*99.9% of students agreed with this statement.

2. My school facility is in good repair.

*98% of students agreed with this statement.

3. My teachers are appropriately assigned.

*100% of students agreed with this statement.

4. My school has implemented the academic content standards for all students, including English Language Learners, students with disabilities, and those who are gifted.

*100% of students agreed with this statement.

5. My school involves parents in providing input in making decisions for the school/district.

*98.6% of students agreed with this statement.

6. The school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.

*99.1% of students agreed with this statement.

7. The school/district prepares students for college or career pathways.

*98.1% of students agreed with this statement.

8. The district/school effectively addresses attendance, dropout, and graduation.

*99.9% of students agreed with this statement.

9. The school provides alternatives to suspension for minor offenses such as disruption or defiance.

*100% of students agree

10. Students feel safe while at school and students feel connected to school.

*93.7% of students feel safe

*99.6% of students feel connected to school

11. My school provides access to a broad course of study.

*96.9% of students agreed with this statement

Staff Surveys

In September 2019, RFK staff was surveyed about instructional strategies/materials, campus facilities, school safety, and school culture. Staff overwhelmingly agree that Robert F. Kennedy High School is a great place to work and learn. Below you will find the survey results:

1. Students have sufficient access to the standards aligned instructional materials.

- 97% of our teachers agree with this statement

2. The school facility (student areas) is in good repair.

- 100% of teachers believe that the school facility is in good repair.

3. Teachers feel safe while at school and students feel connected to school.

- 94% of teachers feel safe at school
- 97% of teachers agreed that students feel connected to school

4. My school provides access to a broad course of study

- 97% of teachers believe DHS provides a broad course of study.

Individual departments were surveyed to provide feedback for a comprehensive needs assessments. The survey focused on Priority 2: Implementation of State Academic Standards and was administered on September 18th. Below you find the results based on a five point rating (1- Exploration, 2-Beginning, 3-initial, 4-full implementation, and 5-full implementation and sustainability)

Question 1: Providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.

English Language Arts - Common Core State Standards for English

Overall 4 - Full Implementation

ELD - Aligned to ELA Standards

Overall 5 - Full Implementation & Sustainability

Mathematics - Common Core State Standards for Mathematics

Overall 4- Full Implementation

Science - Next Generation Science Standards

Overall 5 - Full Implementation & Sustainability

History - Social Science

Overall 3 - Initial

Question 2: Making instructional materials that are aligned to the recently adopted academic standards or curriculum frameworks

English Language Arts - Common Core State Standards for English

Overall 5 - Full Implementation & Sustainability

ELD - Aligned to ELA Standards

Overall 5 - Full Implementation & Sustainability

Mathematics - Common Core State Standards for Mathematics

Overall 4 - Full Implementation

Science - Next Generation Science Standards

Overall 5 - Full Implementation & Sustainability

History - Social Science

Overall 3 - Initial

Question 3: Support Staff in delivering instruction aligned to recently adopted academic standards/frameworks (walk- throughs, collaborative time, etc.)

English Language Arts - Common Core State Standards for English

Overall 4 - Full Implementation

ELD - Aligned to ELA Standards

Overall 5 - Full Implementation & Sustainability

Mathematics - Common Core State Standards for Mathematics

Overall 4 - Full Implementation

Science - Next Generation Science Standards

Overall 5 - Full Implementation & Sustainability

History - Social Science

Overall 3 - Initial

Question 4: Implementation of the following academic standards adopted by the State Board of Education for all Students.

Career Technical Education

Overall 4 - Full Implementation

Health Education

Overall 4 - Full Implementation

Physical Education Model Standards

Overall 4- Full Implementation

Visual Performing Arts

Overall 4 - Full Implementation

World Language

Overall 5 - Full Implementation & Sustainability

Question 5: Support for Teachers and Administrators: identifying professional learning needs of group of teachers or staff as a whole

All Teachers and Admin : Overall 4- Full Implementation

Question 6: Identifying professional learning needs of individual teachers

All Teachers and Admin; Overall 4 - Full Implementation

Question 7: Support for teachers on the standards they have not mastered.

All Teachers and Admin; Overall 4 - Full Implementation

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Robert F. Kennedy, administrators regularly perform observations throughout the year as part of the teacher evaluation process. Classroom observations are divided among the administrative team. Evaluations of instruction are based in part on the effective implementation of the established curriculum and the integration of Student Learning Outcomes. The evaluation process is based on the observations made of a teacher's best practices. The formal evaluation consists of a pre-conference, a full-period observation, a post-conference, and additional classroom walk-through observations. The evaluation process enables site administration to evaluate instructional strategies and effectiveness as well as classroom management and lesson design. This process allows the administrative team to provide constructive feedback and an overall score of the teacher's performance. In addition, classroom instruction and EL instructional strategies are informally monitored using a classroom walk-through monitoring tool to determine professional development needs. This tool is also used to provide teachers with timely and effective feedback.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Robert F. Kennedy High School uses data in all academic departments to drive the curriculum. Students are assessed regularly to track learning progress throughout the semesters. Teachers in the Mathematics, English, ELD, Science, Health, Social Studies, and Foreign Language departments 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. Teachers conduct constant formative assessments to gather immediate feedback through checking for understanding practices, such as hand signals, quick-writes, asking questions throughout the lesson, warm-ups, closure activities, and skill/lesson summaries completed by students.

Robert F. Kennedy High School has a Local and State Assessment Coordinator (LSAC) who implements local and state assessments including but not limited to ELPAC, FACS, Benchmarks, SBAC, and CAA. The LSAC assists teachers with Data Analysis of assessments to evaluate student learning, target areas of growth, and set student goals. Educational programs such as Illuminate, Edgenuity, Aeries Grade Book, and Parent Portal make the collection and sharing of assessment data much easier. Class grades, state standardized tests and ELPAC are effectively used to monitor and re-designate English Language Learners (ELL's). Class grades are also used by teachers to recommend students for more challenging courses and appropriate academic placement.

The DJUHSD scheduled biweekly Wednesday late-starts to provide collaborative time among cohorts. Cohort meetings are held to discuss and revise assessments. The results are analyzed and applied to refinement of pacing, lessons, and classroom instruction. Cohorts work together to focus on the following four critical questions:

- 1) What do we expect students to learn?
- 2) How do we know they are learning it?
- 3) How do we respond when they don't learn it?
- 4) How do we respond when they have already learned it?

The District's Curriculum, Instruction, and Assessment (CIA) team analyze and review needs assessment data correlated to the School Plan for Student Achievement for each of the school sites. The needs, goals and objectives were 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, and subjects. Once the data was collected it was analyzed for achievement gaps and academic performance among subgroups as well as local and state averages.

DEPARTMENT GOALS

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

English and English Language Development Department

- Throughout 2019-2020, identify essential standards for English 9 CP, English 10CP, English 11CP and ERWC.
- Refine scope-sequences to align to the identified essential standards for each course.
- Once essential standards are determined, Common Assessments will be refined so that

they are aligned to the identified essential standards.

- A.C.E (Answer Cite Explain) writing format will be incorporated across all grade levels.
- Selected teachers will receive ERWC curriculum certification by attending Professional Development opportunities (ERWC)
- Continue and increase the use of Listenwise in grades 9-11 to improve on the Listening component of the SBAC test.
- Increase CAASPP to 68% of students meeting or exceeding standards on the SBAC tests

MATH Department:

- Identify essential standards for Algebra-1, Algebra-2, and Geometry.
- Refine scope-sequences to align to the identified essential standards for each course.
- Refine common assessments to reflect the identified essential standards.
- 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.
- Utilize the CAASPP IAB in grade levels 9, 10, and 11.
- Increase CAASPP to 38% of students meeting or exceeding standards on the SBAC tests.

Science Department:

- Identify essential standards for Biology CP and Chemistry CP.
- Refine scope-sequences to align to the identified essential standards for each course.
- Refine common assessments to reflect the identified essential standards.
- 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%.
- 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:

- Identify essential standards for World History CP, U.S History, Civics and Economics.
- Refine scope-sequences to align to the identified essential standards for each course.
- Refine common assessments to reflect the identified essential standards.
- 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.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At Robert F. Kennedy High School, teachers monitor student progress on the state and site assessments using PLC time during late-start Wednesdays. The conversations held during these data analysis days are instrumental in reflecting on best practices, modifications of instructional practices, and the formation of intervention groups. RFKHS has made great strides in all high stakes-testing and continues to perform strongly in the new Smarter Balanced Assessments in English. In spring 2019, 66% of our 11th grade students were considered college ready based on the English Language/Literacy test results, surpassing the state average of 57%. Also, 36% of our 11th grade students were considered college ready based on the Mathematics test results, surpassing the state average of 32%. This success can be attributed to programs on our campus that target our ELL students and struggling learners. RFKHS has a strong educational program that is driven by high-stakes tests, as well as formal and informal assessments, and the Student Learning Outcomes by which we determine student achievement. Our educational program includes an after school tutorial program as well as strong support from our academic leadership teams and school administration. Department cohorts periodically make comparisons to assess our growth and areas of need. Lessons have been standardized and various assessment strategies are developed aiming to reinforce standards based instruction in all content areas.

Teachers and school administration used the data from the the following formal and informal assessments to monitor student progress and determine academic needs of students:

ELPAC: RFKHS has made great strides in high-stakes exams. Based on the 2017-18 ELPAC data, it was determined that reading is one key area that is in need of improvement. The Common Core Standards stress a greater focus on critical and close reading of all texts and have a greater emphasis on informational and historical texts. As a result, curricular changes were implemented to increase reading strand scores. In order to continue improving student achievement in listening and speaking, students are encouraged to answer in complete sentences, teachers are integrating and emphasizing academic vocabulary, and students are using the English language, through active participation, at least fifty percent of the time. ELLs take the ELPAC test annually and according to their test scores, core class grades, and SBAC scores, are re-designated as Fluent English Proficient (FEP), and monitored annually for progress.

PFT: All students in grades nine must be administered the Physical Fitness Test during February 2019 and May 2019. Any student who does not pass the test by the tenth grade is required to enroll in physical education. The Physical Education Department analyzes the PFT data to modify curriculum.

KTEA II and WISC IV: Kaufman Test of Educational Achievement (KTEA) II is used to evaluate students receiving special education services during their triennial IEP evaluation. The test is used to monitor student academic progress and growth with respect to their specific learning disability. Wechsler Intelligence Scale for Children Fourth Edition (WISC IV) measures the intelligence quotient of individual students. Modifications and accommodations to the curriculum and assessments are applied to the needs of each student as indicated by the findings of the KTEA, WISC and other standardized assessments.

FACS: In all core classes, teachers create and administer a formative assessment known as the Formative Assessment of Core Standards (FACS). The FACS have been aligned to each course's content standards and are designed to give each teacher an idea of how well the students have mastered the standards prior to the summative assessment. Using the results from the FACS, the teachers go back and reteach, if necessary, the areas in which the students are struggling.

BENCHMARKS: RFKHS teachers monitor their students' academic proficiency and modify

instructional strategies based on the results of the Benchmarks. The Benchmarks are summative assessments that are given during the first three quarters of each academic school year and focus on specific State Standards. These assessments are designed by each department to ensure that the state's Standards are mastered in each class.

Illuminate Software: All core departments are encouraged to administer and analyze student progress using this software and the results are used to target specific areas of growth. Teachers use this information to focus on re-teaching classroom instruction and are provided with training in Illuminate on an as needed basis.

When a need is determined, the Learning Director and the ELD Specialist will assist teachers so that they may modify their lesson(s) using Illuminate, Reading Plus, and Advance Learning Programs. The Illuminate assessment system simplifies every step of the testing process. The use of these programs will allow teachers to modify their lesson(s) in order to generate tests that target specific learning objectives. Lesson(s) will be modified to create tests from a test item bank or create custom questions for other content covered.

Advanced Placement: The number of students taking AP courses continues to increase, 149 student in 2016 to 240 students in 2019. At the same time, the number of students passing AP Exams also continues to increase.

AP teachers, in conjunction with the administration, analyze the AP test results of their students. These examinations of AP test results are used to assess current teaching pedagogies and methodologies, scope and sequencing, assessments, and course materials. From these results, new goals are established.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Robert F. Kennedy High School is continuously working toward assuring that all teachers are highly qualified to teach in each of the academic areas. Within the core subject areas, there are 10 English/ELD teachers, 9 Mathematics teachers, 5 Science Teachers, and 6 Social Studies teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Robert F. Kennedy High School continuously strives to ensure that all teachers are highly qualified to teach in each of the academic areas. Several staff members at RFKHS are in the early stage of their professional careers. They continue to develop professionally via education classes toward advanced degrees, clear credential classes and the Teacher Induction Program administered jointly by the Kern County Office of Education and the California Commission on Teacher Credentialing. Teachers who are in the TIP program participate in professional development that is specifically designed to support the needs of new teachers. New teachers are also assigned a teacher mentor who provide ongoing support. Ongoing professional development in Explicit Direct Instruction (EDI), Differentiated Instruction (DI), and Academic and Vocational Staff Development is available to all teachers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The Curriculum, Instruction, and Assessment (CIA) team identifies the professional development needs for the district. This interdisciplinary team consists of district administrators as well as principals, Learning Directors, and other site personnel. The team analyzes student performance data, discusses results from classroom observations, and evaluates concerns raised during cohort meetings to ensure that professional development needs are reviewed on an ongoing basis. This team also reviews programs and products presented by vendors.

RFKHS site administrators and academic coaches work to ensure that strategies taught during professional development opportunities are implemented into classroom instruction. Teachers have received professional development on the implementation of the PLC process. An integral part of teaching with this method is immediate, frequent, purposeful monitoring of student learning. Site-specific leadership teams determine strands that will meet the learning needs of the students. Advanced Placement teachers participate in AP workshops approximately every other year to remain current on expectations associated with teaching these rigorous courses. Administrators and ELD teachers have participated in staff development relating to the needs of English learners. This professional development centers on the discrete language skills that students need to master in order to gain English fluency. Site administrators are responsible for monitoring the implementation of these methods. English teachers are participating in the Expository Reading and Writing Institute (ERWC) in conjunction with the CSU system that focuses on reading and analyzing informational and argumentative texts in order to prepare students for the rigor of collegiate academics.

Teachers are also surveyed regularly to assess their professional development needs. Additionally, through data analysis and school goal setting, professional development is geared to meet the needs of teachers at RFKHS.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Robert F. Kennedy High School, we utilize content experts and instructional coaches such as the site Learning Director, Department Chairs, Department Coaches, an EL Specialist, site administrators, and a district Director of Curriculum and Instruction to provide ongoing instructional assistance and support for teachers. Ongoing instructional assistance and support for teachers consists of professional development, modeling of lessons, co-teaching, lesson planning with teachers, working with small groups of at-risk students, data analysis and student intervention coordination. The Learning Director regularly meets with new teachers to discuss concerns and issues, especially curricular ones, that new teachers may face. These meetings cover everything from best instructional practices, collaborating across their cohort, seeking guidance from their department chair for curricular materials and resources, to utilizing remaining time at the end of a class period by checking for understanding, using questioning techniques or exit tickets, or a variety of other strategies. The Learning Director also conducts periodic informal classroom observations using our instructional tool that provides teachers with immediate feedback and allows site administration to collect data for needed professional development. Dependent on the experience of new teachers, they are provided appropriate mentors through our District, Kern County Office of Education, or TIP.

Teachers are encouraged to continuously refine their professional practices through participating in professional organizations and through increasing their subject-matter knowledge. RFKHS has adopted a school-wide practice of setting clear lesson objectives and "Checking for Understanding" to ensure students are mastering standards as lessons are being taught. Future support efforts include ongoing training on PLC, Thinking Maps, EDI, DOK, and ELD Strategies through DataWorks. Teachers will also continue to receive support through their cohorts.

The district will continue to employ and utilize consultants who provide information on assessment, observation/evaluation instruments for teachers, literacy instructional strategies for second language acquisition and sheltered instruction, and knowledge of the ELD/ELA California State Standards.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

A signature practice of RFKHS and the Delano Joint Union High School District are cohort meetings, which allow teachers who teach in core departments to meet and collaborate on a regular basis. The cohorts meet every other Wednesday to discuss curricular issues, FACS and Benchmarks revision, data analysis, rubric forming, SBAC preparation, and ELPAC results. In addition, teachers are provided additional time if needed after school or on Saturdays to refine and develop scope and sequence, FACS, benchmarks.

Weekly formal and informal cohort and department meetings allow teachers to share classroom management strategies, dialogue on current educational trends, and assess the process of standardization. Resource teachers meet throughout the school year and the summer to discuss curriculum scope and sequence, the FACS, and any issues regarding the implementation of both. Grade level teachers have ready access to resource materials via resource teachers.

Administration and the department chairs meet monthly in order to assess, evaluate, improve curriculum and address student needs/progress. Department meetings are held to convey pertinent information and recommendations. Curriculum groups, most commonly referred to as a cohort, meet by grade level or subject to discuss the scope and sequence of courses and FACS. Teachers work collaboratively to identify areas of growth and to ensure the scope and sequence and FACS are as effective as possible. All District staff and school site faculty work together to ensure that each student benefits from a standards-based curriculum.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Every course taught at RFKHS has an established, standards based curriculum. For each course, the curriculum consists of the following required components:

- Common Core/CTE/NGSS Standards
- Course descriptions/standards rubrics
- School-wide Learning Outcomes
- Board-approved textbooks

The staff at RFKHS makes a concerted effort to align instruction to the state academic standards and our school's student learning outcomes. Administrators, teachers, and classified staff work together to ensure that all students' needs are met via a rigorous curriculum designed to ensure success on state and district assessments as well as future success at the college and university level. Robert F. Kennedy High School implements articulation meetings at all levels to educate and hold all staff accountable for cross-curriculum English language Arts standards throughout every department as well as a concentrated, specific emphasis on the proper design of lesson plans, Costa's levels of questioning, and the Bloom's Taxonomy's six levels of critical thinking.

Robert F. Kennedy High School is committed to ensuring that all students are involved in challenging learning experiences to meet the academic standards and the Student Learning Outcomes. Common Core standards and the Student Learning Outcomes serve as a foundation for our curriculum. Each department has course syllabi that reflects the standards to implemented in alignment with its scope and sequence. Standards and Student Learning Outcomes are also posted in every classroom, administration building, offices, library, and cafeteria so that all students are continuously aware of the content area standards. Teachers have areas on their dry-erase boards that have a place for standards and the daily objective.

In all core classes, RFKHS implements assessments referred to as FACS and Benchmarks. These tests are given during the first three quarters of each academic school year. The Benchmarks focus on specific standards. These standards are posted throughout each classroom so that teachers can easily focus on the standards to be mastered during the lessons that lead up to the assessment. The Benchmarks themselves also have the standards printed at the top, where students can see the connection and alignment between the standards and the assessments. Often, there are more than one assessment given per quarter (i.e. Reading, Writing and Speaking) within the subject area. The FACS and Benchmarks are designed by each department to ensure that the standards are mastered in each class. Tests range from multiple choice, to essay writing, and oral presentations. Most test results are recorded on-line for data analysis and accountability.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

| |
|--|
| |
|--|

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

| |
|--|
| |
|--|

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

| |
|--|
| <p>All RFKHS students have access to appropriate textbooks and instructional materials. RFKHS has purchased enough textbooks for each teacher to have a class set as well as for each student to take a textbook home. All science labs are adequately equipped with lab materials and equipment for student use. All students have access to the academic core. ELD students are placed in ELD classes with state approved textbooks. Our district provides Robert F. Kennedy High School with enough textbooks for each student in the areas of English, English Language Development (ELD), Reading, Mathematics, Science, Social Studies, Foreign Language, and Health. With the textbooks, supplementary martial and gap resources that teachers have created, all of RFK's curriculum is aligned to the State Standards.</p> |
|--|

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Every course taught at RFKHS has an established, standards based curriculum. For each course, the curriculum consists of the following required components:

- State standards/frameworks
- Course descriptions/standards rubrics
- School-wide Learning Outcomes
- Board-approved, SBE adopted textbooks

Teachers are expected to align their instruction using the established standards-based curriculum. Department chairs are responsible for providing each department member with the required curriculum materials. All textbooks are aligned to the State Standards. Evaluation of instruction is based in part on the effective implementation of the established curriculum and the integration of the Student Learning Outcomes. The District's efforts have been to align core curriculum and assessment of state standards. Teachers in all core subject areas have worked to develop course outlines and to refine course scope and sequence so that each course is aligned to state standards. The scope and sequence for all courses in the academic core – ELD, English, Mathematics, Science, and Social Studies – are directly aligned to the State Standards (all teachers of a particular course use the same standards-based scope and sequence). All courses in the academic core have established FACS and Benchmarks. The FACS and Benchmarks are valid assessments of mastery of the essential standards for each core class. All teachers of a particular course use the same standards-based FACS and Benchmarks.

All students at RFKHS have access to the academic core. Students in the regular curriculum are enrolled in classes aligned to state standards. Students who are English Language Learners and have been in the U.S for less than two years are enrolled in ELD, structured English Immersion for half of the school day. Textbooks and supplementary materials have been adopted for each academic core area and are aligned to state standards. Teachers have developed handbooks for each course which contain lessons and instructional formats to address the needs of all students (i.e., graphic organizers, specific instructional strategies, alternate methods of instruction, SDAIE strategies, etc.). Supplementary materials such as software and instructional materials are aligned to state standards.

The majority of RFKHS Special Education students are in the Resource Specialist Program (RSP) and participate in the regular curriculum at least 80% of the time, on average. We have adopted and are using a push-in co-teaching model in which the Special Education teacher supports the students directly while the students attend their core English or Math class. Courses offered by the RSP teachers are aligned to ELD, Mathematics, and Language Arts standards. Depending on the needs specified in the Individual Education Plans of our Special Education students, coursework may be modified to achieve the standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students at RFKHS have access to the academic core and all regular programs offered at Robert F. Kennedy High School. The following services/programs are provided to enable identified students to meet academic standards:

Accelerated Language Academy (English Learners)

Student Group 1: Newly arrived and continuing LEP students who test generally at ELPAC levels beginning, early intermediate and the “low” side of intermediate. These students are enrolled in all grades.

Instructional Needs: This group of students needs an intensive and accelerated program of English language development that addresses five key linguistic areas: phonology, morphology, syntax, and lexicon-semantics.

Instructional Program Description: The students described above are placed in our Accelerated Language Academy (in legal terms, a Structured English Immersion Program) that focuses on three key student needs: English grammar knowledge and application, foundational reading skills, and writing skills.

The Accelerated Language Academy builds on a substantial research base related to how schools can support this student population. Central to this research stream is the need for educational agencies to recognize the unique linguistic, academic and socio-cultural needs of this population (Friedlander, 1991; Short, Boyson & Coltrane, 2003; California Tomorrow, 1990). Because the preponderance of these students are relatively new to U.S. schooling, the research on newcomers programs is informative. In her exhaustive study of newcomer programs, Friedlander (1991) sets out five specific cultural support strands that assist students to acclimate to school environments and to learn better, all of which we intend to duplicate. Themed instruction units will serve as the framework for discrete English language skills instruction and literacy activities that are designed to move students rapidly from BICS competence to more academic language uses associated with CALP. Seven instructional modifications identified by Gersten and Geva (2003) will figure prominently in the instructional program.

Transitional English Program (English Learners)

Student Group 2: Students at the intermediate and early fluent levels of ELPAC oftentimes demonstrate characteristics of English language “fossilization.”

Instructional Needs: Core content access with specialized and separate advanced ELD instruction.

Instructional Program Description: Students at these levels—many of whom have stalled at “high” intermediate—participate in our Transitional English Program, a mix of intensive advanced English language skill instruction together with modified content area learning. A dedicated 60-minute period of daily discrete skills ELD instruction is designed to equip them with the structural knowledge and skills to perform grade-appropriate language tasks like writing and content area reading. In addition, students will receive content area instruction that features techniques associated with SDAIE. Specifically, our data analyses show an immediate need for discrete language skills instruction in the following linguistic areas, all of which are consistent with the extensive language analysis research conducted by Scarcella (2000) with students at intermediate and early fluent levels of English competence:

1. Phonology: Poor auditory and receptive phonological skills greatly impact students’ classroom

participation and achievement. Acoustic approximations account for poor spelling and oral comprehension, as do vowel control issues affect oral reading fluency (Catts et al., 1999; Siegel, 1993)

2. Morphology: This group of students is fundamentally lacking in verb tense control, an area well researched and documented (Scarcella, 2002; Krashen & Pon, 1975). Incorrect use of verb forms permeates much of our LEP students' writing and frequently inhibits expression.

3. Syntax: Recurring syntactic errors show minimal control of word order rules. Glaring examples are the use of prepositions, articles, modal auxiliaries and causative structures all seriously limit our LEP students' ability to do grade-level literacy tasks in any subject area.

4. Vocabulary: Paradoxically, our students have not been taught much of the assumed school vocabulary. Their lack of knowledge of word families (democrat, democratic, democratize, etc.) is reflected in their low reading comprehension and improper word choice.

Special Education

The Special Education classes are conducted with an emphasis on providing students with the least restrictive environment. All RSP students are held to the same academic standards and performance in the core curriculum as allowed by their IEP. We also have classes for severely handicapped students, ages 18 through 22, that help them transition and gain skills for life beyond high school. The severely handicapped students participate in athletics, ASB, yearbook, Web Design, vocational courses, and they are provided with work experiences and life skills.

Instructional Materials

Recent adoptions by the Board of Trustees have provided textbooks and instructional materials aligned to state standards in English/Language Arts, Mathematics, Social Science, Science, Health, English Language Development (ELD), Business, Foreign Language and Special Education.

Base Budgets

The general fund provides base budgets for each department's instructional supplies, travel, maintenance and repair, and reproduction of materials for each curriculum area at Robert F. Kennedy High School. In addition, the school provides funds annually for academic competitions and awards.

Technology

Resources are currently sufficient to support student achievement. Additionally, we are in the works of instituting a distance education technology through the Rural Initiative Distance Education Project ("RIDE Project") for the purposes of increasing Dual Enrollment opportunities for high school students.

Library

Students also have access to a state-of-the-art library, with a wide variety of texts and an extensive reference section.

Support Staff

- Full-time Registered Nurse to ensure that student health concerns do not interfere with academic performance.
- Security personnel: One Campus Discipline and Safety Liaison, a School Resource Officer, and three campus supervisors aid the Assistant Principal with discipline, attendance, as well as the safety and security of the campus.
- School psychologist-assists students in coping with mental and emotional challenges that may hinder their academic performance.

All students have access to the core curriculum. A sequence of courses, which builds on foundational information, must be followed in some departments. Robert F. Kennedy High School embraces the equity and access statement that "all students deserve an opportunity to participate in rigorous and academically challenging courses and program. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for enrollment to AP courses."

Advanced Placement classes include the following:

- o AP English Language and Composition
- o AP English Literature
- o AP Statistics
- o AP Calculus AB
- o AP American Government
- o AP Economics
- o AP US History
- o AP Biology
- o AP Physics A
- o AP Spanish Lang AP.
- o AP Spanish Lit. AP.

Classes that are offered as Honors courses are:

- o English 9 and 10
- o Algebra I
- o Geometry
- o Algebra II
- o Pre-Calculus

- o World History

- o Chemistry

Dual Enrollment Courses

- o English B1A-BC

- o CompB5 - BC

- o Hist. 17A-BC

- o Hlst. 17B-BC

- o HisB4A - BC

- o Student Development-BC

- o Medical Terminology-BC

- o Communications in Health Care-Cerro Coso

- o Medical Law and Ethics-Cerro Coso

- o Electronic Health Care-Cerro Coso

- o Medical Office Procedures - Cerro Coso

- o Medical Insurance Billing - Cerro Coso

- o Basic ICD and CPT Coding - Cerro Coso

- o Medical Assisting Admin Externship - Cerro Coso

- o Clinical Medical Assisting I and II - Cerro Coso

- o Medical Administration for MA - Cerro Coso

- o Laboratory Procedures - Cerro Coso

- o Clinical Medical Assisting Externship - Cerro Coso

- o MIS 2000 (Excel Course) -CSUB

- o BA1008 PerspectiveNBus- CSUB

Articulated Courses

- o Computer Literacy

- o Construction

- o Welding 74A, B54A, B53B, B1B

- o Nursing Assistant

Students are placed in the most rigorous courses possible. If a student wishes to drop down to a lower level course, he or she must first talk to teacher, parent, counselor, and seek final approval from an administrator in which a meeting will be held. We encourage all students to take rigorous courses in order to foster a belief in academic optimism.

At Robert F. Kennedy High School all students have access to completing high school graduation requirements, pursuing an a-g requirement course of study, establishing post-secondary options and joining different school programs. All students, in conjunction with their counselors, construct a four-year plan, which also includes vocational interests and classes which meet these interests. RFKHS students are equipped to meet the expectation of College and Career Readiness.

Upon enrolling, all incoming freshmen are assigned to a counselor who will follow that student through high school, until graduation. This offers both the student and the counselor time to work together to develop the student's plan for both high school and post-secondary pursuits and assist students with the 10YearPlan which they create during their College and Career Readiness Class.

Over the course of the school year, counselors regularly visit classes to present RFKHS graduation requirements, and CSU/UC requirements. Information about assessment tests such as PLAN, PSAT, ACT, and SAT, are shared with students. In 2015 an SAT Prep course was created. This month-long course helps prepare students to successfully approach the SAT Exam. In addition, Robert F. Kennedy High School is an approved testing facility for the SAT which is a benefit to our students as they in a familiar and comfortable environment. During the 11th grade year students are also encouraged to complete the PSAT, which is the practice SAT offered through the College Board.

Although counselors are the gateway to programs for students at Robert F. Kennedy High School, all staff at RFKHS help guide students to programs that will assist them to become successful.

The following programs assist students with their academic achievement:

After-School Tutorial: All core departments at RFK offer seventh period tutorials for students who are not currently mastering core academic standards. Tutorial instruction is focused on skills that allow students to meet standards, but all students who want extra help are welcomed. Teachers are encouraged to send students they see are struggling. Additionally, a seventh-period ELPAC prep is provided to EL students to increase their reading, writing, speaking, and listening skills, all of which are assessed on the ELPAC.

Test-Prep: After-school and Saturday tutorials are available for students who wish to further advance and refine skills in order to pass the AP exams or perform higher on SAT and ACT college entrance exams.

Career Pathways: RFK currently offers the following Career Pathways: Performing Arts, Engineering Technology, Software and Systems Development, Business Management, Patient Care, Welding, Architectural Design, Residential and Commercial Construction, Public Safety, Structural Repair and Refinishing, and Education Pathway.

College Tours: Counseling department and CTE Instructors make an effort to take students on regular college tours. These trips allow students to experience college life from a unique perspective.

Credit Recovery: RFKHS has a credit recovery program available during seventh period Monday through Friday and also on Saturdays for students who need to recover credits in order to graduate. Through Edgenuity we offer both High School and College Prep courses. The College Prep courses are A-G aligned and approved, so students can retake a course in order to be back on track and graduate 4-year university ready. Students are monitored by teachers and counseling staff while working individually on computers using Edgenuity software.

Mock Trial: Mock Trial is a competition class where students perform a "mock" trial and learn the steps and procedures of a real court case. Students learn the various roles involved in a court case and the reasoning process of a lawyer, judge, and jury. This experience allows students to take a peek into the courtroom and to the careers involved in the courtroom as well as helps students to develop critical thinking skills. Competition for RFKHS students are held in the Bakersfield's courthouses which adds to the flavor of a real courthouse experience.

College and Career Readiness: In partnership with Bakersfield College, Cerro Coso College and Cal State Bakersfield, Robert F. Kennedy High School has incorporated a total of 22 dual enrollment classes offered to our students in the fall of 2019 and similar number will be offered in for the spring semester. These courses are taught by Robert F. Kennedy High School teachers who have been approved as adjunct professors.

The North Kern Vocational Training Center NKVTC, recently closed, but was absorbed by our district and housed at one of our sister schools, Delano High School. Five teachers are now part of the DJUHSD staff and provide instruction to all sites. This provides students hands-on training and experience in a wide range of occupations.

Medical Assisting

Clinical Medical Assisting

Nursing

Auto Body

Criminal Justice

Post Graduation Programs: RFKHS counselors also help graduating seniors apply to the University of California system of admissions with University of California's Eligibility in the Local Context (ELC) and On Track program. The ELC student must have a minimum UC-calculated GPA of 2.8, have completed a specific pattern of at least eleven academic courses, and rank in the top four percent of the high school class. For On Track, they must have a minimum UC-calculated GPA of 2.8, have completed a specific pattern of academic courses, and rank in the top 5 to 12.5 percent of their high school class.

Counselors and administration examine students' incoming freshmen ELA and math placement and SBAC tests, their Spanish I and II Challenge Exams, teacher recommendations, and/or grades in previous classes and place students according to their ability and future goals. Teachers also can request student changes, if needed. Students performing below standard on local assessments are

identified and are provided with appropriate intervention.

Work Experience Education: Work Experience Education (WEE) is a California State regulated program, which allows students who are at least 16 years of age, with part-time jobs, to earn elective credits toward graduation. Robert F. Kennedy High School offers Vocational, Exploratory, and Regular Work Experience.

Student Support: RFKHS is committed to providing students with educational opportunities that will ensure their academic success. All academic programs at RFKHS stress standards-based curriculum and the pursuit of academic excellence. RFKHS has also committed a large amount of resources to providing students with an appropriate amount of support to ensure they reach their personal and the district's academic goals. Students who are classified as Special Education, Migrant, GATE, EL (English Learner) or LEP (Limited English Proficiency) have access to programs that support their academic needs. Selective classroom placement attempts to group students with similar needs and academic goals together so they may better receive strategic classroom instruction. Procedures for Special Education students are implemented and followed so that teachers are made aware of any special needs a student might have. As part of this process, Special Education teachers inform teachers of identified students with instructional methods that can be implemented or other student management suggestions that may increase the chances of such students succeeding in the classroom.

Even students who are in the most rigorous courses offered at RFKHS, specifically the Dual Enrollment, Honors classes, have access to tutorial sessions designed to meet their academic needs. Counselors and teachers keep track of student progress and make suggestions and placement decisions that focus on the students' immediate and long term needs. Some students have circumstances that may impair their academic success and place them at risk of dropping out of school or of not completing the graduation requirements. In these cases staff and teachers collaborate to identify problems that impair student success and construct a strategy to address those issues and facilitate student success. Students with immediate needs, but who do not qualify for specific program services, have access to after-school tutorial, either in the school library or with individual teachers.

Support Services for Academic Success

The counseling department provides the initial placement of students as they enter RFKHS. The same counselor stays with an incoming class all four years at RFKHS. When registering for classes, counselors meet with students and parents to outline a four-year plan based on their academic goals and needs. Past SBAC scores and any other data concerning the incoming student that is provided by feeder schools or the last school attended are used to assess initial placement and to determine if immediate support services need to be assigned to the student. At least twice a year students are called in to see their counselor to check on academic progress and on how they are meeting the objectives of their four-year plan. Adjustments to the plan can be made and/or support services can be recommended at that time. Upon entering the 10th grade students may take the PLAN Test, which is a preliminary ACT test for college admissions. Students may take the ACT and SAT exams their 11th and 12th grade years. Counselors may also arrange for students to take the Armed Services Vocational Aptitude Battery (ASVAB) for those considering joining the Armed forces after graduation. During the 2018-2019, military representatives administered the ASVAB exam on site. Counselors provide an important service in assisting students in reaching their immediate and long-term academic goals.

English language learners (ELs) receive support based on their academic needs. ELD teacher use

the (Edge) curriculum, and teachers worked diligently to create a scope and sequence aligned to this new text as well as to the new ELD standards. Students are enrolled in emerging and expanding ELD courses designed to teach student the English with a particular focus on academic language.

Individualized Learning Plans and Support

Students have considerable access to support services, activities and other opportunities at RFKHS and a somewhat limited access to support, activities and other opportunities within the community.

Access to RFKHS support services can come via teacher, parent or student inquiry or referral. Tutorial sessions are open to any student who needs or feels they need extra assistance to master learning objectives. Late buses run after school to ensure students with transportation needs can participate in after school learning, club, or athletic endeavors. All students are invited to take part in the school's extensive athletic teams and clubs so long as they meet district, state, and sometimes national (for certain clubs) requirements. If a cost is involved to participate in such activities, several community organizations are either solicited or volunteer their assistance.

Fundraising in the community occurs as a regular method to help defray the costs of such activities and to ensure maximum participation on behalf of the student body. High-performing students have access to the most rigorous education programs at RFKHS and such programs are open to any and all who wish to enroll.

The school has a number of services in place to address the needs of students in the areas of health, career and personal counseling, and academic assistance. An inclusive referral process is in place for those students who do not already meet the needs of special services upon enrollment.

Sometimes the need for services arises during a student's matriculation. Student health is an ongoing concern at RFKHS and is closely monitored by our School Nurse. Immunization records are kept and immunization services are offered at no or low cost to parents. Most of the students at RFKHS qualify for reduced or free lunches. Students may request to see their counselor for whatever reason they wish. If further attention is needed that is outside the scope of the counselors' abilities or duties, the student may be referred to the school psychologist, school nurse, prevention/intervention counselor, or county services that will better address their needs.

RFKHS offers career guidance for students. Students have access and assistance to explore college options and receive assistance in the application process for both enrollment and financial assistance. Counselors also help students find and apply for scholarships offered by local, state and national organizations. Armed Forces recruiters are frequently on campus and are available for students and parent inquiries.

Students who are experiencing difficulty in meeting academic and behavioral expectations causing them to be at risk of not graduating may be referred to a Student Success Team (SST). The SST consists of the student, parent, counselor, teachers, administrators, school psychologists and any appropriate outside services such as probation officer or child services caseworker. The SST will produce a plan that is designed to meet the needs of the student while at the same time assist them in reaching the district's academic and behavioral expectations.

Equal Access to Curriculum and Support

Any student may be referred by a teacher, counselor or administrator to receive support through Special Services. Each student has an annual meeting with their counselor to review their four-year

plan. Any student may attend tutorial sessions. All Advanced Placement and college preparatory classes are "open enrollment." Some classes are offered as a zero period (before the regular schedule) or 7th period (after the regular schedule) to accommodate the academic and personal growth goals of our students. A late bus schedule is in place to provide transportation for any student who normally rides the bus but has chosen to attend tutorial, or has a 7th period class.

Strategies for Student Growth and Development

Teachers are encouraged to utilize traditional strategies that have been proven to promote student success. Furthermore, teachers are encouraged to research, learn and adopt contemporary strategies that capitalize on new technologies and current research on student learning in order to better assist student learning as they access the curriculum. Blends of "traditional" and contemporary teaching strategies are employed throughout the campus. New technologies provide teachers with appropriate methods to teach students. Most classrooms use projection technology that range from LCD projectors to interactive smart boards. RFKHS has adopted a school wide practice of setting clear lesson objectives and "Checking for Understanding" to ensure students are mastering standards as lessons are being taught. Assessment opportunities are in place to ensure students are not being left behind. Options are available to those students who are not making satisfactory progress. Tutorial sessions offer students extra instructional time. The low teacher to student ratio in such after school tutorial sessions offers students more direct teacher-student interaction.

The school is held accountable for state and federal measures. Teachers and administration also monitor students' progress on the local assessments. FACS and other benchmark assessments are in place to ensure student learning prior to mandated testing such as the SBAC. After school tutorial involves a sign in sheet to see who is going to tutorial, how often they are going and for what purpose.

Co-Curricular Activities

RFKHS recognizes the influence curricular and co-curricular activities can have on learning. These activities are structured in such a way as to promote learning. There are several opportunities for students to engage in learning outside the classroom to support the learning that takes place inside the classroom. Several academic competitions inspire students to delve deeper into the curriculum and find new and relevant ways to apply what is being learned. Organized school sports are also influential in motivating many students to maintain a higher level of academic performance than if that opportunity were not open to them. Several academic clubs on campus have minimum GPA requirements, thus offering some incentive among the student population to achieve and maintain a high level of academic performance. Several of the clubs that do not have an academic focus also offer students a creative social and participatory outlet that may simply make coming to school a more positive prospect.

The school puts forth a continuous effort to evaluate the effectiveness of its support services. The school promotes student involvement in co-curricular activities. Student grade/progress reporting takes place four times per semester using the Aeries Program. The frequency of these reports is to monitor the progress students have in achieving the learning goals of the courses they are taking. The Student of the Month Program, each teacher identifies one student a month who is doing well, or has a positive influence at RFK, or exemplifies qualities of character, service, leadership. At the end of each month Student of The Month celebration takes place where students receive an ice cream social, school t-shirt and a certificate of recognition. Often times, co-curricular activities (as opposed to extra-curricular) require concurrent enrollment in the class most closely associated with

that co-curricular activity. Examples of co-curricular activities at Robert F. Kennedy High School are Mock Trial, ASB (Leadership), choir, band, and athletics. At the beginning of each school year Club Rush Week is held during lunch to give clubs the chance to promote their cause and seek new members.

Evidence-based educational practices to raise student achievement

Evidence-based Educational Practices

Robert F. Kennedy High School is committed to the learning of each student. Our staff work collaboratively as a professional learning community to complete the process of establishing where students are in their learning and to identify what they need to experience academic excellence. As a professional learning community, RFKHS teachers, with guidance and support from the site administration, review formal and informal assessment data. The objective is to develop a good understanding of where each student is in their learning so that they can be provided with research-based, targeted teaching and learning opportunities to become GLOBAL students.

Student Learning Outcomes:

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

Genuine when contributing to their community

Legitimate when using technology

Optimistic toward self-improvement

Broad-minded when considering career opportunities

Adaptable when solving problems

Loyal to the legacy of RFK

Like our sister schools, Delano High School and Cesar E. Chavez High School, our school community is committed to learning for all. Our faculty and site administration agree to take collective responsibility for all students. As a PLC, we are self-reflective and modifying our practices to become an effective collaborative team. PLC's at work build more productive teams. Productive teams lead to better teachers. Better teachers lead to increased student achievement.

RFKHS focus on the "Three Big Ideas of PLC"

1. A Focus on Learning
2. A Collaborative Culture
3. A Results Orientation

Teachers use PLC - late start Wednesdays - to focus on four critical questions:

1. What do we want our students to know and be able to do?
2. How will they know if they have learned?
3. How will we respond if they have not learned?
4. How do we respond if they already know?

A few years ago, the District formed a Superintendent's Task Force to develop research-based

actions for improving ELD instruction and student learning that addressed early signs of declining progress in ELD for some student cohorts. The Task Force, now known as our district's Curriculum and Instruction Advisory (CIA) featured broad leadership participation from all sites, as well as key district leaders, including the Superintendent. They engaged in three central activities:

1. Observing English Language Development as a team and then analyzing it for its constituent benefits and shortcomings, together with relevant student data sources (state and local assessments);
2. Developing a philosophical framework to guide ELD program design considerations, classroom instructional practices, professional development, and materials acquisition;
3. Designing and implementing a program design for ELD consistent with the district's philosophy.

Before embarking on these issues, several precepts related to organizational change and teacher improvement were discussed, and each guided the work of our leadership team:

Foundational Principles

1. Instructional change to improve English learner achievement must involve all levels of the organization: district, sites, teachers and support staff.

Research Base: Even though the school has attempted to introduce instructional changes that are well-defined, practical and teacher friendly (Huberman, 1983), it is still the case that some teachers have tended to "adapt" the strategies rather than "adopt" the strategies. Prior research has shown that even where strong scientific research exists for an instructional innovation; it appears that professionals in applied settings filter research evidence through the lens of their own theories-in-use, rendering an "adaptation" of the strategy instead of an "adoption" (Dunn, Holzner, & Saltman, 1990). Direct and personalized assistance to implement or to do an instructional strategy or approach can be enhanced through the provision of an on-site person whose sole job is to assist teachers in delivering higher quality instruction. Crandall (1986: 34) notes, "The commitment of teachers increases as they simultaneously see themselves master the practice and perceive that their students are doing better."

2. Financial resources can be a powerful engine to guide and sustain the achievement of our English learners.

Research Base: Several studies note the obvious centrality of financial resources to implementation success. Most notably, Glennan (1998) found that design implementation is vitally affected by resource constraints, and that implementation is weaker or ends with lack of resources.

3. Leadership is the key factor in creating a better future for our English learners.

Research Base: In *Connecting Districts to the Policy Dialogue*, educational researcher Julie Marsh summarized the findings regarding a school district's role in improving teaching and learning (Marsh, 2001). Leadership is crucial to helping schools improve teaching and learning, according to the report, especially the role of the superintendent. A key area for superintendents to be actively involved includes supervising and evaluating staff (p. 12). The studies reviewed showed that proactive districts had superintendents whose actions conveyed district norms. The practice literature on school reform and improvement emphasizes that in order to successfully "install" a new set of practices or a research-based design inside a school, school leaders will have to attend to the

tricky problem of altering a school's organizational culture in ways that support new designs and practices (Fullan, 1991). Desimone (2002) suggests that crowded school agendas and competing interests can cause "administrator overload", and suggests narrowing scopes of responsibility to increase focus and efficiency. Schein (1986) notes that organizational members need to hear consistent messages from their leaders about a change effort for it to sink in and become a reality.

4. Commitment to improving English learner achievement can best be achieved through a collaborative and inclusive process that involves a wide range of stakeholders.

Research Base: Comprehensive School Reform (CSR) research has consistently emphasized the need for a broad "design team" to both plan and implement school improvement (Hatch, 2000). Huberman & Miles (1984) caution that school reform can be derailed by not having participation from all levels, including teachers. Desimone (2000) argues that a more inclusive process adds legitimacy to the process, thus enhancing implementation success. Teacher "buy-in" and leadership is frequently noted in the research as a key to successful school reform (Berman & McLaughlin, 1975; Fullan, 1991; Louis & Marks, 1998).

The DJUHSD Philosophical Framework for ELD Instruction

Extensive discussions, observations of classroom instruction, practical experience, data sources and research were synthesized to establish the following core principles related to language teaching and learning.

1. English learners produce their way to higher levels of language competence; therefore, students must produce at least half of the language during every ELD lesson (50/50 rule).
2. Students will use complete sentences at all times.
3. Language teaching is driven by a clear and discrete English language skill objective.
4. English learners must be grouped by homogeneous ELPAC levels for ELD instruction.
5. Teachers' skills and certain ELD methods are the critical factors in students' English learning.
6. English is the sole language of ELD instruction.

Research Based Practices in Core Curriculum:

- Explicit Direct Instruction
- SDAIE
- Note taking strategies (i.e. Cornell Notes)
- Graphic organizers
- Costa's Level of Questioning

At Robert F. Kennedy High School, there are a number of innovative ways in which we are seeking to improve student achievement. One of the areas that we have focused on is the relationship between music classes and academic success. Music classes offer many benefits which make them very indispensable. Several studies have confirmed that music directly enhances learning through increased spatial development. Math and reading are improved by learning rhythms and decoding notes and symbols. So there appears to be cross-disciplinary learning in music. Our aim is to have students do well scholastically; therefore, at RFK, we encourage students to take band or choir classes. It is our expectation that if students participate in our performing arts courses, then they will

also advance academically.

Another area in which we are trying to improve academic achievement is through the use of primary language proficiency. Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learn the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems. One of the major contributors to accelerated second language learning is the strength of the first language skills. There is a general consensus among language researchers that it takes almost half the time for an individual to achieve advanced fluency when they have strong primary language and literacy skills.

RFK offers a variety of class levels from English Language Development (ELD--Emerging and Expanding), High School level (Gen), College Preparatory (CP), College Preparatory Sheltered (CP-S), Honors (HNRS) to Advanced Placement (AP) to college courses (Dual Enrollment). While the Dual Enrollment Program aims at supporting students in earning post-secondary credit, another intent of the program is to close the achievement gap for all students by increasing student performance in all state and federal assessments, as well as to ensure students are college and career ready.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

RFKHS faculty, staff, and administration feel that communication and involvement with parents is a vital component of the learning process. All members of the educational community feel that it is important to communicate high expectations of student learning and to support students in all of their academic endeavors.

- Family -- Delano students tend to come from families in which the extended family is strong and, thus, students have many adults surrounding them to support them in their education. As we describe later, one of our strategies is to take advantage of this strength by increasing parent involvement in their child's education. We have an extensive parent involvement program planned with a large start-up cost in terms of staff time and in general coordination. We will meet with parents to describe the need and the programs and use parental support to increase student participation in our programs.
- School -- The school keeps parents involved throughout the year. Before the school year even begins, the administration communicates with parents via an admission packet that includes a welcome letter from the school principal, a copy of the school's calendar, forms regarding free and reduced lunch, Back-to-School Night times and dates, and information about the costs of various items such as physical education uniforms. The Blackboard Connect Program notifies parents via phone or e-mail concerning student absences and school events. In addition, the new Aeries Parent and Student Portal service allows parents to access their child's information and schedule online. This service is part of our continuing effort to provide parents up-to-date information regarding their child's progress and status. Scholarship warnings and report cards allow teachers to request a parent conference. The counselor conducts conferences with parents and students who are failing and outlines a plan for academic improvement. RFKHS staff and administration holds parent informational meetings regularly. During these meetings, administration and parents discuss school goals and objectives, Student Learning Outcomes, Common Core and goals for SBAC, discipline strategies, school safety issues, and other pertinent items.

During Back-to-School Night, Parent Information Night, Student Orientation, and our Scholarship Recognition Nights, we make a concerted effort to announce, discuss, and explain our educational program. In addition to these events, the RFKHS counselor holds meetings in which parents can meet with them to discuss their son/daughter's progress, career interests, and a variety of other related topics in an evening counseling session. The counselor will discuss graduation progress, college entrance requirements, elective selection, a four-year plan, and other topics needing clarification and explanation for continued educational success. Additionally, the counselor provides intervention counseling for at-risk students in the evenings.

- District - The district is an important source of leadership for school-wide reform. The Board of Trustees has been forward-looking in approving unique pilot programs and providing for a general state of readiness for the program in the first place. The superintendent has taken the lead in securing funding for school reform and in ensuring that school reform monies augment other categorical and general fund monies. The DJUHSD sends out a quarterly newsletter to parents in an effort to keep the parents involved in the District.
- Community -- Currently, we are increasing the information in the community about our programs. The community has taken an active role in volunteering for many of our programs as well as conducting fundraisers to assist our academic programs.
- Psychologist -- Provides support services for students in need of intervention. Helps students with strategies that allow them to increase learning during instruction. Provides

recommendations to teachers on methodology and strategies to implement for a successful learning environment. Conducts social skills training to students to enhance academic success.

- Extracurricular Academic Development – Different methodologies, such as English language acquisition through music, has shown to improve academic achievement. Leadership, Mock Trial, Band, Choir, etc. provides students with the opportunity to participate in co-curricular programs that will help students stay focused and increase their ability to read, think critically, and compose a variety of linguistic works.

There are opportunities for parents to serve on advisory committees for various programs. Each school site in the district has a WASC Leadership Team. Through participation in this group, parents are able to serve in an advisory role where they are able to impact the instruction and culture of the school. We hold quarterly ELAC and DELAC meetings where parents are able to advise school officials with English Learners needs.

Cash For College: Robert F. Kennedy High School also offers a Financial aid assistance night for students and parents to complete their FAFSA application. RFKHS counselors along with college student volunteers help parents navigate the financial aid process.

Parent University - Parents learning together workshops series: To increase parent involvement, we have developed a year-long workshop series for the 2019-2020 school year. Parent sessions include planned curriculum as well as topics chosen by parents, such as the following but not limited to:

Finding Homework Help

College and Career Readiness

Budgeting Concepts

Coping with Teen Development

Planning for the Future

Robert F. Kennedy High School puts considerable effort toward informing parents of the events and educational practices regarding their student. Parents are also given frequent updates concerning the progress of their student and the school as a whole. Parents now have access to students' grades via the Aeries Parent Portal. Parents are informed via the District and RFKHS websites of the school's data, goals and achievements. The district has implemented an automatic phone call system called Blackboard Connect that calls parents with information regarding their student or with an announcement of upcoming events that they need to be aware of, such as ELPAC testing, so they can take steps to maximize student performance. This information is also mailed home. An LED marquee was installed in front of the school in 2008, facing the intersection. The marquee announces upcoming events with times, dates, and locations as well as informing the community of recent successes.

Parent Grade Level Meetings: Counselors host Grade Level Parent Meetings to educate and inform parents on the important events and opportunities pertaining to their child's current grade. Parents were educated on items such as graduation requirements, college entrance requirements, financial aid, and parent/student support offered at Robert F. Kennedy High School.

Salute to Scholars Night: Each Spring parents are invited to celebrate the academic success of several of our students as we recognize the hard work that was accomplished during the school year.

Back to School Night, held once a year in late August or early September, provides the opportunity for parents to interact with teaching staff and administration. The evening begins with a meeting in the auditorium where the principal introduces the staff, and shares last year's academic success and the current year's goals and plans. Afterwards, parents are provided with their student's schedule and they then proceed to their child's first period class. Teachers have a ten-minute period to distribute a handout regarding curriculum, class goals, and expectations. Teachers provide parents with their school phone number, email address, and the procedures to set up a parent-teacher conference if one is needed in the future. Teachers welcome any parent inquiries about student progress and behavior and also offer parents some suggestions to follow at home to help their students develop academically.

9th Grade Orientation is held annually one week prior to the first day of school. Incoming freshmen and their parents are invited to attend the orientation to prepare and support families as their student transitions from middle school to high school. Parents and students are presented with school policies and procedures in attendance, discipline, and academics. Our Student Activities Director and Assistant Principal of Student Support provide information concerning clubs, sports, and all other extra-curricular activities that are available. The Associated Student Body officers provide students and parents with a campus tour. The evening ends in a centralized area where our clubs, sports, and academic departments have set up informational booths to showcase their team/group/department.

Student Study Teams (SSTs) are also assembled when a student is not experiencing academic success. Parents, the student's teachers, and any relevant support staff (for example school psychologist and/or drop out intervention specialists) meet to develop an academic and behavioral plan to assist the student in question.

Parents and students are notified of the annual College Night event held in nearby Bakersfield each fall. This event allows students and parents to obtain information from the dozens of colleges represented at this event. The district provides buses for those who wish to attend but who need transportation. The RFKHS Counseling Department also arranges for a financial aid workshop for those students who plan to attend college. Parents are informed of these events and are encouraged to attend and provide assistance to parents in completing the FAFSA.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Robert F. Kennedy High School, our School Site Council is comprised of parents and community representatives, classroom teachers, other school staff, and students. Additionally, input from all stakeholders is gathered, including the English Learner Advisory Committee, and WASC focus groups. These stakeholders work together to analyze data, engage in a comprehensive needs assessment, make planning/ program decisions, and evaluate the effectiveness of these programs.

By group:

Parents: Parent volunteers also participate on committees such as School Site Council, Safe School Committee, ELAC, and WASC focus groups, and others. Parents regularly attend, participate and assist in school functions ranging from field trips, extracurricular events, athletic events, and other programs. Parents have also been instrumental in the writing of the CTE grant, the creation of school plans, such as the Safe School plan, and the Single Plan for Student Achievement.

Classroom Teachers: Each academic department met to plan and make recommendations for the consolidated application programs. In addition, classroom teachers discussed the level of implementation for consolidated programs. Areas of need were addressed in order to ensure full implementation of the consolidated programs planned.

Other Personnel: Instructional aides work together with the classroom teacher to help create a positive atmosphere of serious learning. They are responsible, under the leadership of the classroom teacher, for assisting students on an individual or group basis with instructional tasks. They work cooperatively with the classroom teacher in a supportive fashion in dealing with instructional activities and work directly with the students in Mathematics, English Language Development (ELD), and other subjects. Instructional aides also assist in classroom maintenance and prepare materials for class use. The English and Mathematics computer laboratory assistants facilitate students in research and subject growth. We have a full-time Registered Nurse to ensure that student health concerns do not interfere with academic performance. We also have one Campus Discipline and Safety Liaison, a School Resource Officer, and three campus supervisors who aide the Assistant Principal with discipline, attendance, as well as the safety and security of the campus. The school psychologist assists students in coping with mental and emotional challenges that may hinder their academic performance.

Students: Students are involved in the development and implementation of the WASC Action Plan, Safe School Plan, and the Single Plan for Student Achievement.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Staff Development: Teachers are trained in culture of PLC through Solution Tree, DOK through WEBAlign, use of technology, AVID methodologies, CTE, Advanced Placement teachers participate in AP workshops approximately every other year to maintain current on expectations associated with teaching these rigorous courses on campus. Administrators and ELD teachers have participated in staff development relating to the needs of English learners. This professional development centers on the discrete language skills that students need to master in order to gain English fluency. Site administrators are responsible for monitoring the implementation of these methods. English teachers are participating in the Expository Reading and Writing institute (ERWC) in conjunction with the CSU system that focuses on reading and analyzing informational and argumentative texts.

Cohort Meetings: Cohort Meetings will be held 2 times a month for 2 hours (and sometimes more often as needed). Teachers use these meetings to look at data, analyze curriculum, discuss strategies, and differentiate instruction.

Supplementary Instructional Materials: The materials are purchased as needed to supplement the current textbooks. All supplemental materials are aligned with the CCSS and are approved by the SBE.

After School Tutorial: Each core department holds regular after school tutorial sessions to help students who are struggling. These sessions are used for individual tutoring, test taking, or to allow a student a quiet place to study and complete homework.

After school tutorial is in its third year at DHS and it is a program that allows teachers to give students who are falling behind in classwork or homework a chance to complete assignments as well as receive additional tutorial options.

Parent Meetings: Parents are always encouraged to contact their child's teacher(s) on a regular basis. Parents have several different ways to request a meeting: either by calling the school counseling office, by emailing the teacher directly, or by calling the teacher. Parent meetings are scheduled before school, during school, and after school.

Instructional Coaches: English and math departments have Instructional Coaches who provide the support and model lessons for department members.

Curriculum Alignment: Every core department is expected to align their curriculum with the Common Core State Standards and the department chairs and Resource Teachers are responsible for leading this movement.

Learning Software: Edgenuity Credit Recovery, Reading Horizons, Illuminate, CommonLit, and NewsELA.

Academic Coaches: Math and English Language Arts have AC that provide instructional supports for members of their departments.

Title I School Allocation:

Allocations: Amount \$70,000.00

6th Periods: Amount \$43,622.00

Support Staff: Amount \$138,444.00

Learning Director: Amount \$173,011.00

Director of Curriculum & Instruction: Amount \$48,750.00

PD Summer: Amount \$8,000.00

Technology: Amount \$70,000.00
PD/Title I Activities: Amount \$6,763.00
Total Site: Amount \$558,590.00

Title II School Allocation - Teacher and Administrator Quality

Academic Coaches: Amount \$58,962.00

Title III English Learner

Local and State Assessment Coordinator = Amount \$18,191.00
Copies/Postage (administrative 2%) = Amount \$750.00
Total Site = Amount \$18,941.00

Fiscal support (EPC)

The following is the Site Budget for 2019-2020:

Title I = \$558,590.00
Title II = \$58,962.00
Title III = \$18,191.00
Title IV = \$30,000.00
LCAP 0600 = \$3,466,733.00

Site Total = \$4,132,476.00

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, students, ELAC, Title I, and district administration. 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 Advisory (CIA) 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. To support students as soon as

they enter high school, RFK works with feeder schools in assessing students in English and using their 8th grade SBAC scores to target needs for intervention. For the 2019-2020, we created two sections for 9th grade math support and 3 sections for 9th grade English support.

The following meetings were held during the 2018-19 academic year:

October 2, 2018 - ELAC Meeting SPSA – Needs Assessment and opportunity to provide input for the 2018-2019 SPSA

October 11, 2018 - SSC Council Meeting – Needs Assessment

February 15, 2019 - LCAP data analysis, outcome analysis, and performance analysis was conducted with certificated staff at each high school. The teacher stakeholder groups recommended continued support and professional development for new teachers.

Stakeholder meetings were held with district staff that included counselors, psychologist, nurses and classified staff from each high school.

March 13, 2019 - LCAP Meeting with RFK Teachers and other Staff (Counselors, School Nurse, School Psychologist, Intervention Counselor, Instructional Aides, and clerical/support staff.

March 20, 2019 - LCAP Meeting with RFK Students

Robert F. Kennedy High School's Single Plan for Student Achievement has been reviewed, analyzed, and updated by all site stakeholders. For the 2019-2020 academic year, the site administration presented data results for the 2018-2019 school year to school staff on August 12, 2019. Data was provided to department chairs to analyze and use for departments goals. A 3-hour team-building PLC Professional Development was conducted to provide departments with guidance on goal setting and effective use of collaboration time. On September 4, 2019, we held our annual Back To School Night where Title-I information meeting was held to share school status, progress. Parents had the opportunity to visit their child's classrooms. Extra time was allotted during first period visitations for parents to take the LCAP and WASC surveys and had the opportunity to provide recommendations for the Single School Plan for Student Achievement. An ELAC meeting was held on October 1st, 2019 and parents were given a needs assessment and opportunity to provide input for the SPSA for the 2019-2020 school year. The Site Leadership team reviewed and made necessary updates on Tuesday, October 29th during a special leadership meeting. Once updates were made by the leadership team, teachers had an opportunity to review and make additional changes on Thursday, October 31st. Robert F. Kennedy High School parents were informed of the goals outlined on the SPSA and had an opportunity to collaboratively work on updates during two stakeholder meetings: Title 1 and English Language Advisory Committee meetings. The Title I meeting was held on Wednesday, September 4, 2019, at 5:30 PM in the Robert F. Kennedy Lecture Center. The ELAC meeting was held on Tuesday, October 1, 2019, at 5:30 PM in the Robert F. Kennedy High School Library. On October 25, 2019, students, parents, community members, classroom teachers, and classified staff making up the School Site Council were able to review and approve the site's SPSA. The SPSA is scheduled to be approved by the Board of Trustees on Tuesday, November 12th, 2019.

Site Administration, instructional staff, counselors will continue to provide updates at cohort meetings, leadership team meetings, Board Meetings, and student advisory group meetings about progress toward goals outlined on the SPSA. Results will be reported to all stakeholders during relevant Back to School Night, Title 1, School Site Council, cohort, and leadership meetings.

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.

Robert F. Kennedy High School have areas that need to be addressed as identified in the WASC and Self-Study Visiting Committee report based on its February 26-28, 2018, on-site visit. The report is as follows:

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.

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 Visiting Committee (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 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:

Area 1: RFK needs to generate a detailed and ongoing professional development plan in order to create systemic changes.

Robert F. Kennedy High School has been working to create a more systemic approach to professional development. This has resulted in schoolwide professional-development focused on improving technology use and on the Professional Learning Community (PLC) process. We have begun formally setting up PLCs over this last summer (2019). With the guidance of Solution Tree, Robert F. Kennedy has been working through the steps to initialize, develop, and build true PLCs that will give our school a systemic process for identifying student and school needs and for ensuring our school is engaged in both regular and ongoing purposeful professional development.

Area 2: RFK, with support from the district, should work to create an updated and relevant technology implementation plan to support student learning.

Robert F. Kennedy High School has been working both with the District and at the local site level to create a site technology plan. We would like this to reflect the District goals and vision.

Our school administration has taken several steps to address teacher concerns about technology and impediments to classroom technology use as well as to bolster technological infrastructure and availability. During the 2018-2019 school year, administration focused professional development on technology and brought in consultants to train and support teachers in the use of Illuminate, our assessment system, and Office 365. The trainings on Office 365 focused on both instructional uses of traditional Office programs, such as excel, and the newer program of Teams. Teams is a program that creates shared digital spaces that teachers can use as digital classrooms. Our administration has also continued purchasing mobile laptop carts, increasing the number of teachers with designated laptop cards and expanding classroom access to technology. To accommodate a greater demand on our Wi-Fi system, the technology department has been adding Wi-Fi switches in building to increase Wi-Fi availability. This year, the technology department has also implemented updated filters and a program that allows them to remove unauthorized devices from our networks, freeing up even more bandwidth for classrooms.

Area 3: RFK needs to develop more effective communication among all stakeholders.

Communication was an area which Robert F. Kennedy High School had already been working to improve. Since our visit, we have worked to strengthen our existing means of communicating with stakeholders, including staff, students, and parents. Our new principal, Dolores Rodriguez has continued the practice of our previous principal: sending weekly emails to staff about upcoming events and current happenings on campus. Our ASB has started sending daily emails with our

morning announcements, ensuring that teachers have access to these announcements. Counseling staff have continued to hold evening events to provide parents the opportunity to keep up with their children's progress and to ask questions. Additionally, due to a District change in counseling hours, every week three counselors come in to work an hour later than teachers and remain after school an hour later, thus increasing afterschool availability for both students and parents to meet with the counselors.

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:

1. 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.
2. 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.
3. 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.
4. 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.

The VC concluded that most of the identified areas in the areas of growth and in the Action Plan/SPSA are feasible and attainable within the resources we have available. The VC communicated that RFKHS will need support from the District in that area of technology growth. The VC also acknowledged that RFKHS recognizes that the Action Plan/SPSA is a living document and must reflect the areas of growth that have been identified in the VC's report. They reported they are

confident all RFKHS stakeholders are committed to continual growth and implementation of the Action Plan/SPSA.

The WASC Visiting Committee provided the following 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

The WASC Visiting Committee provided the following list of impediments to improvement RFKHS will need to overcome:

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | % | % | % | | | |
| African American | 0.9% | 0.73% | 0.48% | 10 | 9 | 6 |
| Asian | 0.9% | 0.97% | 0.89% | 10 | 12 | 11 |
| Filipino | 6.5% | 6.77% | 6.94% | 73 | 84 | 86 |
| Hispanic/Latino | 90.8% | 90.40% | 90.56% | 1,024 | 1121 | 1,122 |
| Pacific Islander | % | % | % | | | |
| White | 0.8% | 0.89% | 0.81% | 9 | 11 | 10 |
| Multiple/No Response | % | % | % | | | |
| Total Enrollment | | | | 1,128 | 1240 | 1,239 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Grade 9 | 307 | 348 | 322 |
| Grade 10 | 350 | 286 | 349 |
| Grade 11 | 274 | 325 | 264 |
| Grade 12 | 193 | 277 | 304 |
| Total Enrollment | 1,128 | 1,240 | 1,239 |

Conclusions based on this data:

- Robert F. Kennedy's enrollment saw a large increase in the 17-18 (10%, 112 students) but has remained consistent for the 2017-2018 and 2018-2019 school years. There is a slight increase of 2% or 25 students for the 2019-2020 school year.
- Enrollment by student group has remained consistent over the years with 90% Hispanic/Latino.
- 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 | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 313 | 284 | 311 | 27.7% | 22.9% | 25.1% |
| Fluent English Proficient (FEP) | 602 | 711 | 673 | 53.4% | 57.3% | 54.3% |
| Reclassified Fluent English Proficient | 36 | 101 | 53 | 12.0% | 32.3% | 18.7% |

Conclusions based on this data:

1. While school enrollment has remained the same, the number of English Learners increased by 27 students, 2.2% increase. Part of this is attributed to the reclassification criteria using the ELPAC scores, where the cut-off score was determined locally. For the 2019-2020 school year, the state has determined that an overall score of 4 on ELPAC meets the ELPAC requirement for reclassification.
2. The number of Fluent English Proficient Students decreased by 4%.
3. Due to new reclassification criteria the number of Reclassified Fluent English Proficient (RFEP) decreased from 32.3% (101 students) in the 17-18 school-year to 18.7% (53 students) in the 18-19 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 | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 271 | 295 | 261 | 271 | 292 | 259 | 271 | 292 | 259 | 100 | 99 | 99.2 |
| All | 271 | 295 | 261 | 271 | 292 | 259 | 271 | 292 | 259 | 100 | 99 | 99.2 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2629. | 2609. | 2619. | 32.47 | 23.97 | 30.89 | 36.16 | 39.04 | 34.75 | 21.40 | 23.29 | 20.46 | 9.96 | 13.70 | 13.90 |
| All Grades | N/A | N/A | N/A | 32.47 | 23.97 | 30.89 | 36.16 | 39.04 | 34.75 | 21.40 | 23.29 | 20.46 | 9.96 | 13.70 | 13.90 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 33.58 | 26.71 | 30.50 | 51.66 | 56.16 | 48.65 | 14.76 | 17.12 | 20.85 |
| All Grades | 33.58 | 26.71 | 30.50 | 51.66 | 56.16 | 48.65 | 14.76 | 17.12 | 20.85 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 49.08 | 39.38 | 49.42 | 38.38 | 44.52 | 39.00 | 12.55 | 16.10 | 11.58 |
| All Grades | 49.08 | 39.38 | 49.42 | 38.38 | 44.52 | 39.00 | 12.55 | 16.10 | 11.58 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 21.03 | 17.47 | 22.39 | 65.31 | 69.18 | 67.57 | 13.65 | 13.36 | 10.04 |
| All Grades | 21.03 | 17.47 | 22.39 | 65.31 | 69.18 | 67.57 | 13.65 | 13.36 | 10.04 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 40.96 | 40.07 | 38.61 | 51.29 | 48.63 | 46.33 | 7.75 | 11.30 | 15.06 |
| All Grades | 40.96 | 40.07 | 38.61 | 51.29 | 48.63 | 46.33 | 7.75 | 11.30 | 15.06 |

Conclusions based on this data:

1. The participation rate has always been over 99%. For the 2018-2019 school year, 66% of RFK students either met or exceeded the standards overall in English Language Arts . This is an increase of 3% over 2017-2018 school year.
2. In the overall achievement, there was a significant percent increase in the number of students exceeding standards, increased from 23.97% to 30.89%. In addition, the data shows that 39% of our students met the above standard mark in Research/Inquiry, a slight decrease (1%) from 17-18 school year. However 50% of our students met the above standard in Writing, a significant increase (10%) from the previous year.
3. 22.4% of our students met the above standard mark in the Listening range, which is an increase from previous year of 17.47%. However, the Listening Claim is still where our students perform the lowest in the ELA CAASPP. In an effort to continue improving, we will continue implementing researched based strategies to improve in this area. In addition, our English department, along with the History teachers and Special Ed teachers, continue to increase the use of 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 | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 271 | 295 | 261 | 271 | 293 | 259 | 271 | 293 | 259 | 100 | 99.3 | 99.2 |
| All | 271 | 295 | 261 | 271 | 293 | 259 | 271 | 293 | 259 | 100 | 99.3 | 99.2 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2580. | 2566. | 2572. | 11.81 | 10.58 | 12.36 | 20.30 | 21.16 | 23.94 | 30.26 | 26.28 | 23.55 | 37.64 | 41.98 | 40.15 |
| All Grades | N/A | N/A | N/A | 11.81 | 10.58 | 12.36 | 20.30 | 21.16 | 23.94 | 30.26 | 26.28 | 23.55 | 37.64 | 41.98 | 40.15 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 23.99 | 20.48 | 25.48 | 34.69 | 27.99 | 27.03 | 41.33 | 51.54 | 47.49 |
| All Grades | 23.99 | 20.48 | 25.48 | 34.69 | 27.99 | 27.03 | 41.33 | 51.54 | 47.49 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 12.18 | 11.26 | 14.29 | 49.45 | 44.37 | 44.02 | 38.38 | 44.37 | 41.70 |
| All Grades | 12.18 | 11.26 | 14.29 | 49.45 | 44.37 | 44.02 | 38.38 | 44.37 | 41.70 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 15.13 | 15.70 | 16.60 | 60.89 | 58.02 | 56.76 | 23.99 | 26.28 | 26.64 |
| All Grades | 15.13 | 15.70 | 16.60 | 60.89 | 58.02 | 56.76 | 23.99 | 26.28 | 26.64 |

Conclusions based on this data:

- For the 16-17 and 17-18, RFK has remained at 32% of students either met or exceeded the standards in Mathematics. For the 2018-2019, 36% of students either met or exceeded the standards in Mathematics, a significant increase of 4%.
- RFK students continue to perform the strongest in the Communicating Reasoning claim with 73.3% of our students were At/Near or Above standards.

3. There was a significant increase in the area of Concepts and Procedures, an increase from 48% to 53% 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.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 9 | 1503.8 | | 1494.6 | | 1512.6 | | 80 | |
| Grade 10 | 1527.8 | | 1514.2 | | 1540.9 | | 65 | |
| Grade 11 | 1527.3 | | 1515.1 | | 1539.0 | | 48 | |
| Grade 12 | 1530.5 | | 1512.0 | | 1548.7 | | 24 | |
| All Grades | | | | | | | 217 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | | 32.50 | | 30.00 | | 25.00 | | 80 | |
| 10 | 29.23 | | 29.23 | | * | | 26.15 | | 65 | |
| 11 | 25.00 | | 37.50 | | * | | * | | 48 | |
| 12 | * | | 45.83 | | * | | * | | 24 | |
| All Grades | 20.74 | | 34.10 | | 22.58 | | 22.58 | | 217 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | 26.25 | | 36.25 | | 22.50 | | 15.00 | | 80 | |
| 10 | 41.54 | | 24.62 | | * | | 20.00 | | 65 | |
| 11 | 47.92 | | 27.08 | | * | | * | | 48 | |
| 12 | * | | 58.33 | | * | | * | | 24 | |
| All Grades | 36.41 | | 33.18 | | 15.67 | | 14.75 | | 217 | |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | | 21.25 | | 22.50 | | 51.25 | | 80 | |
| 10 | 16.92 | | 26.15 | | 27.69 | | 29.23 | | 65 | |
| 11 | * | | 35.42 | | * | | 33.33 | | 48 | |
| All Grades | 10.60 | | 26.73 | | 24.42 | | 38.25 | | 217 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | 25.00 | | 56.25 | | 18.75 | | 80 | |
| 10 | 35.38 | | 40.00 | | 24.62 | | 65 | |
| 11 | 33.33 | | 50.00 | | * | | 48 | |
| 12 | * | | 83.33 | | * | | 24 | |
| All Grades | 28.57 | | 53.00 | | 18.43 | | 217 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | 43.75 | | 42.50 | | 13.75 | | 80 | |
| 10 | 50.77 | | 30.77 | | 18.46 | | 65 | |
| 11 | 64.58 | | 25.00 | | * | | 48 | |
| 12 | 54.17 | | * | | * | | 24 | |
| All Grades | 51.61 | | 35.02 | | 13.36 | | 217 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | | 25.00 | | 68.75 | | 80 | |
| 10 | 21.54 | | 36.92 | | 41.54 | | 65 | |
| 11 | * | | 41.67 | | 45.83 | | 48 | |
| 12 | * | | 45.83 | | 45.83 | | 24 | |
| All Grades | 12.44 | | 34.56 | | 53.00 | | 217 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | | 65.00 | | 26.25 | | 80 | |
| 10 | 21.54 | | 60.00 | | 18.46 | | 65 | |
| 11 | 31.25 | | 56.25 | | * | | 48 | |
| 12 | * | | 70.83 | | * | | 24 | |
| All Grades | 19.35 | | 62.21 | | 18.43 | | 217 | |

Conclusions based on this data:

1. For the 2018 test year, after the reclassification we had 217 EL students, 18% of the school population.
2. Students performed the strongest in the Speaking Domain of the Oral Language component where 51.6% of students scored well developed.
3. Overall students scored the lowest in the Reading Domain of the Written Language component where 12.4% of students scored well developed. Provide support, we have started offering a 2-day English/ELD class after school for targeted EL students. The instructor for the class is our ELD teacher.

School and Student Performance Data

Student Population

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

| 2017-18 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,240 | 96.3% | 22.9% | 0.2% |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 284 | 22.9% |
| Foster Youth | 3 | 0.2% |
| Homeless | 30 | 2.4% |
| Socioeconomically Disadvantaged | 1,194 | 96.3% |
| Students with Disabilities | 131 | 10.6% |







| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 9 | 0.7% |
| Asian | 12 | 1.0% |
| Filipino | 84 | 6.8% |
| Hispanic | 1,121 | 90.4% |
| Two or More Races | 3 | 0.2% |
| White | 11 | 0.9% |

Conclusions based on this data:

1. RFK's enrollment has been in the mid 1200s for the past three years with over 90% Hispanic. Our second largest student group is Filipino with 6.8%.
2. For the 2017-2018 school year, the number of students that were EL at census day was 284 (22.9%). After reclassification and movement we had 217 students (17.5%) who took the summative ELPAC test.
3. The SWD group has been consistent the past three years, averaging 10% of student enrollment.

School and Student Performance Data

Overall Performance

| 2018 Fall Dashboard Overall Performance for All Students | | |
|--|---|--|
| Academic Performance | Academic Engagement | Condition & Climate |
| English Language Arts  Yellow | Graduation Rate  Blue | Suspension Rate  Green |
| Mathematics  Orange | | |
| English Learner Progress  No Performance Color | | |
| College/Career  Green | | |

Conclusions based on this data:

1. Based on 2018 test year, the academic performance of RFK students in ELA was in the yellow range, a band higher than the state average. For the 2019 test year, the percentage of students meeting or exceeding standards has increased by 3% for the 2019 test year and is at 66%.
2. Based on 2018 test year, the academic performance of RFK students in Math was in the orange range, state average. For the 2019 test year, the percentage of students meeting or exceeding standards has increased by 4% for the 2019 test year and is at 36%.
3. Graduation Rates is at highest performance for all significant subgroups. Suspension rate is green for 4 significant subgroups, blue for one subgroup and orange in one subgroup.

School and Student Performance Data

Academic Performance English Language Arts

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue









Highest
Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 1 | 0 | 2 | 0 | 0 |

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

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|--|
| All Students | English Learners | Foster Youth |
| Yellow 26.5 points above standard Declined -20.8 points 285 students | Red 65.5 points below standard Declined -32.7 points 79 students | No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students | Yellow 25.3 points above standard Declined -21.3 points 276 students | No Performance Color 86.9 points below standard Declined -28 points 31 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|--|---|--|--|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students | American Indian  No Performance Color 0 Students | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students | Filipino  No Performance Color 42.3 points above standard Declined -39.3 points 23 students |
| Hispanic  Yellow 27 points above standard Declined -18.1 points 253 students | Two or More Races  No Performance Color 0 Students | Pacific Islander  No Performance Color 0 Students | White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |

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

| 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|--|--|--|
| Current English Learner 92.4 points below standard Declined -72.5 points 42 students | Reclassified English Learners 34.9 points below standard Increased 43.2 points 37 students | English Only 54 points above standard Declined -8.4 points 50 students |

Conclusions based on this data:

- For the 2018 test year, RFK students were 26.5 points above three (above standard), a decline of 20.8 points from the previous year. For the 2018-2019 school year, ELA teachers analyzed the scores, increased use of Listenwise and modified the scope-and-sequences to address areas of concern. This led to an increase in the overall percentage of students performing at or above standards, 66%. This will increase the number of points that RFK students are above standards.
- Our largest decrease for the 2018 test year in ELA was the English Learner subgroups where there was a 32.7 decrease from previous year, putting out English Learners at 65.5 points below standard. We recognize that the gap in achievement between EL students and all students is an area of concern. To close the achievement gap, we have increased offering of EL support such as dedicated EL tutorial after school and a 7th period class for EL. At the same time, we are increasing our professional development in the areas cohort team collaboration and effective instructional strategies that support all students.
- Given that this is an English test, it is expected that current English Learners would score the lowest, however it was a significant decrease from the previous year. With the implementation of the interventions and professional development we are decreasing that gap as this year's ELA scores have started to improve.

School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 1 | 2 | 0 | 0 | 0 |

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

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|--|
| All Students  Orange 60.2 points below standard Declined -13 points 286 students | English Learners  Red 147 points below standard Declined -40.4 points 79 students | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students | Socioeconomically Disadvantaged  Orange 62 points below standard Declined -15.3 points 277 students | Students with Disabilities  No Performance Color 179.4 points below standard Increased 19.6 points 31 students |

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|--|---|--|--|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students | American Indian  No Performance Color 0 Students | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students | Filipino  No Performance Color 18.4 points below standard Declined -41.2 points 23 students |
| Hispanic  Orange 62.5 points below standard Declined -10.2 points 254 students | Two or More Races  No Performance Color 0 Students | Pacific Islander  No Performance Color 0 Students | White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| | | |
|---|--|--|
| Current English Learner 164.4 points below standard Declined -82.3 points 42 students | Reclassified English Learners 127.2 points below standard Increased 65.8 points 37 students | English Only 26.9 points below standard Increased 9.7 points 50 students |
|---|--|--|

Conclusions based on this data:

1. While the overall school color range was orange for the 2018 test year, English Learners were the subgroup that was in the red. Reviewing intervention, it was decided that 7th period as a support for Math was not working as many students were exhausted by the end of the day. The math department implemented the Saturday School Academy in April and May to prepare, which resulted in improved test scores for the 2019 test year.
2. For the 2018-2019, we added an additional math coach the second semester to support teachers with curriculum and instruction. Working with the coaches, the math department adjusted the scope-and-sequences and the placement flow chart to provide all students the opportunity to do well on SBAC test. As a result, for the 2019 test year, the overall percentage of students that met or exceeded standards increased by 4%, putting RFK above the state average.
3. While students with disabilities was not a significant subgroup to have a color performance, it was the subgroup that had an increase of 19.6 points in the 2018 test year. To keep the momentum going, we instituted a SpEd designed tutorial after school to help support students. Tutorials were run by SpEd teachers.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 217 | 20.7% | 34.1% | 22.6% | 22.6% |

Conclusions based on this data:

1. The percentage of students that scored Moderately or Well developed was 54.8% compared to the state 65.2%. We have offered professional development on EL instructional strategies and developed an instructional monitoring tool that specifically targets instruction geared for EL students. For example: Building vocabulary in lesson, increasing student talk time vs teacher talk time, requiring student to speak in complete sentences.
2. Our goal is to move students from the level 1 and 2 to level 3 and 4 as the state ELPAC requirement for classifications has changed to a level 4. To support students, we now offer both ELD and English tutorial after school. Students are also encouraged to attend Saturday school when they need a place and time to complete their work.
3. We have also increased communication and teacher awareness on ELPAC test format, content, and students expectations during the test the test. We make sure that different departments: English, Math, Science, SpEd and Social Science are involved in the administration of the ELPAC test so that all departments know the significance of the making sure that our EL perform their best.

School and Student Performance Data

Academic Performance College/Career

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

Lowest
Performance



Red



Orange



Yellow



Green









Blue

Highest
Performance









This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report | | | | |
|--|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 3 | 0 |

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

| 2018 Fall Dashboard College/Career for All Students/Student Group | | |
|--|--|---|
| All Students | English Learners | Foster Youth |
|  Green 60.9% prepared Increased 7.1% 271 students |  Green 40% prepared Increased 16.2% 80 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color 35.7% prepared Increased 4.1% 14 students |  Green 60.5% prepared Increased 7.2% 266 students |  No Performance Color 23.1% prepared Increased 23.1% 26 students |

2018 Fall Dashboard College/Career by Race/Ethnicity

| | | | |
|--|---|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students | American Indian  No Performance Color 0 Students | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students | Filipino  No Performance Color 82.4% prepared Increased 18.1% 17 students |
| Hispanic  Green 58.9% prepared Increased 6% 246 students | Two or More Races  No Performance Color 0 Students | Pacific Islander  No Performance Color 0 Students | White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |

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

2018 Fall Dashboard College/Career 3-Year Performance

| Class of 2016 | Class of 2017 | Class of 2018 |
|----------------------------|---------------------------|---------------------------|
| 48.9% Prepared | 53.8 Prepared | 60.9 Prepared |
| 24.3% Approaching Prepared | 20.3 Approaching Prepared | 18.8 Approaching Prepared |
| 26.8% Not Prepared | 25.9 Not Prepared | 20.3 Not Prepared |

Conclusions based on this data:

- Overall College/Career preparedness is in the green range with an increase of 7.1% from the previous year, putting RFK students at 60.9% College/Career prepared. This is 18.7% larger than the state average of 42.2%.
- There was an increase in every subgroups with the most significant increase in the students with disabilities subgroup, 23.1% increase, followed by English learners subgroup, 16.2%.
- RFK continues to refine the existing eleven career pathways with increased articulated and dual enrollment courses. At the same time, RFK also increased the offerings of AP in 2018 by reinstating the AP U.S History course. Currently there are 11 AP Courses offered at RFK.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest
Performance



Red



Orange



Yellow



Green









Blue

Highest
Performance









This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 3 |

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

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|--|
| All Students | English Learners | Foster Youth |
|  Blue 98.9% graduated Increased +6.9% 271 students |  Blue 97.5% graduated Increased +11.8% 80 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color 100% graduated Maintained 0% 14 students |  Blue 98.9% graduated Increased +7% 266 students |  No Performance Color 92.3% graduated Increased +23.9% 26 students |

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

| | | | |
|--|---|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students | American Indian  No Performance Color 0 Students | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students | Filipino  No Performance Color 100% graduated Maintained 0% 17 students |
| Hispanic  Blue 98.8% graduated Increased +7.4% 246 students | Two or More Races  No Performance Color 0 Students | Pacific Islander  No Performance Color 0 Students | White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |

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

2018 Fall Dashboard Graduation Rate by Year

| | |
|---------------|-----------------|
| 2017 | 2018 |
| 92% graduated | 98.9% graduated |

Conclusions based on this data:

1. Graduation rates have increased for all student groups: English Learners (+11.8%), Socioeconomically Disadvantaged (+7%), and Hispanic (+7.4%). All subgroups are at the Blue (highest) blue color range.
2. Graduation rates are very high for all students and three student groups: English Learners (97.5%), Socioeconomically Disadvantaged (98.9%), and Hispanic (98.8%).
3. The overall graduation rate increased from 92% in 2017 to 98.9 in 2018. While the Filipino and students with disabilities subgroups didn't have enough student to have a color code, the Filipino student group maintained at 100% and students with disabilities increased by 23.9% to 92.3% graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest
Performance



Red



Orange



Yellow



Green









Blue

Highest
Performance









This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 0 | 4 | 1 |

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

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|--|
| All Students | English Learners | Foster Youth |
|  Green 1.3% suspended at least once Declined -0.4% 1309 students |  Green 2% suspended at least once Declined -0.6% 342 students |  No Performance Color Less than 11 Students - Data Not 6 students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Orange 3.8% suspended at least once Increased 1.6% 52 students |  Green 1.3% suspended at least once Declined -0.4% 1263 students |  Green 1.3% suspended at least once Declined -0.3% 153 students |

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|--|---|--|--|
| African American  No Performance Color Less than 11 Students - Data 9 students | American Indian  No Performance Color 0 Students | Asian  No Performance Color 0% suspended at least once Maintained 0% 12 students | Filipino  Blue 0% suspended at least once Maintained 0% 88 students |
| Hispanic  Green 1.3% suspended at least once Declined -0.4% 1186 students | Two or More Races  No Performance Color Less than 11 Students - Data 3 students | Pacific Islander  No Performance Color 0 Students | White  No Performance Color 0% suspended at least once 11 students |

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

2018 Fall Dashboard Suspension Rate by Year

| | | |
|------------------------------|------------------------------|------------------------------|
| 2016 | 2017 | 2018 |
| 1.4% suspended at least once | 1.7% suspended at least once | 1.3% suspended at least once |

Conclusions based on this data:

- Overall, Suspension Rate has declined by 0.4% for all students.
- Suspension Rate is in the second highest performance band, green, for 4 subgroups and in highest band, blue, for the Filipino subgroup with zero suspension rate.
- The subgroup where the Suspension Rate increased was homeless where there was a 1.6% increase, putting the subgroup at the orange color band. To help reduce suspension rates, we have hired an prevention/intervention counselor who started in Spring of the 2018-2019 school year. The prevention/intervention counselor is implementing a RISE-UP program that emphasizes positive youth development and awareness.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement

LEA/LCAP Goal

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.

Goal 1

Robert F. Kennedy High School will continue to maintain a high status in the met standards in English and Math for all students and continue to close the achievement gap for English learners and students with disabilities. We need to maintain preparing all students for college and/or career. Increase dual enrollment opportunities to close the gap between youth who are meeting the standards and those who are not meeting such standards.

Student Learning Outcomes:

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

- Genuine when contributing to their community
- Legitimate when using technology
- Optimistic toward self-improvement
- Broad-minded when considering career opportunities
- Adaptable when solving problems
- Loyal to the legacy of RFK

WASC Areas of Growth:

Area 1: RFK needs to generate a detailed and ongoing professional development plan in order to create systemic changes.

Robert F. Kennedy High School has been working to create a more systemic approach to professional development. This has resulted in schoolwide professional-development focused on improving technology use and on the Professional Learning Community (PLC) process. We have begun formally setting up PLCs over this last summer (2019). With the guidance of Solution Tree, Robert F. Kennedy has been working through the steps to initialize, develop, and build true PLCs that will give our school a systemic process for identifying student and school needs and for ensuring our school is engaged in both regular and ongoing purposeful professional development.

Identified Need

The SBAC English language arts assessment results indicate an achievement gap for the English learners and students with disabilities subgroups when compared to the performance of all students. The English learner subgroup are in the very low performance level compared to a high performance level for all students. In SBAC mathematics, the English learner are in the very low performance

level and students with disabilities are in the very low performance level compared to all students. RFKHS intends to continue providing the support needed to meet or exceed the performance outcomes. The unduplicated pupil count for Robert F. Kennedy High School is 94.8%. Accordingly, all services and actions are principally directed to increase or improve services for our unduplicated pupil population.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | 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 2018 Met - 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. | California School Dashboard Fall 2018 Met - 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. | California School Dashboard Fall 2018 Met - RFK 100% 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. | California School Dashboard Fall 2018 - 100% 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. | California School Dashboard Fall 2018 and 2019-20 goal: a. Professional Development for teaching recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' b. Instructional materials aligned to recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum | 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. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| | frameworks for ELD is at '5 Full Implementation and Sustainability.' | |
| Priority 4(a) Pupil Achievement Statewide assessments as measured by statewide assessments. | <p>CAASPP English 2018-19 All Students 65.64% ELs 12.96% SWD 22.73%</p> <p>CAASPP Mathematics 2018-19 All Students 36.34% ELs 12.96% SWD 0%</p> | <p>CAASPP English 2019-20 Goal All Students 68% ELs 20% SWD 25%</p> <p>CAASPP Mathematics 2019-20 Goal All Students 37% ELs 15% SWD 5%</p> |
| Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed courses that satisfy UC and CSU entrance requirements, or career technical education sequences or programs of study that align with state board approved career technical educational standards and frameworks. | <p>Dataquest UC a-g completion 2018-19 All Students 69.7% ELs 45.9% SWDs 28.1%</p> <p>CALPADS CTE completer (Grades 10-12) 2018-19 All Students 131 students ELs 16 students SWDs 16 students</p> | <p>Dataquest UC a-g completion 2019-20 Goal All Students 72% ELs 50% SWDs 30%</p> <p>CALPADS CTE completer (Grades 10-12) 2019-20 Goal All Students 150 students ELs 25 students SWDs 25 students</p> |
| Priority 4(d): Pupil Achievement - The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC. | <p>Attained ELPAC Level 3 or 4: 2018-19 All students 55.7%</p> | <p>Attained ELPAC Level 3 or 4: 2019-20 Goal All students 60%</p> |
| Priority 4(e): Pupil Achievement - The English learner reclassification rate. | <p>Attained reclassification rate: 2018-19 All Students 18.7%</p> | <p>Attained reclassification rate: 2019-20 Goal All Students 20%</p> |
| Priority 4(f): Pupil Achievement - The percentage of pupils who have passed an advanced | <p>AP passing rate: 2018-19 37.14%</p> | <p>AP passing rate: 2019-20 Goal 40%</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| placement examination with a score of 3 or higher. | | |
| 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. | <p>CAASPP English 2018-19 All Students 65.64% ELs 12.96% SWD 22.73%</p> <p>CAASPP Mathematics 2018-19 All Students 36.34% ELs 12.96% SWD 0%</p> <p>ACT 2018-19 Scores above 21: 44% (54 students took test in 2018-19, while only 22 took the test in 2017-18)</p> <p>SAT 2018-19 Met ELA Benchmark: 49% Met Math Benchmark: 26%</p> | <p>CAASPP English 2019-20 Goal All Students 68% ELs 20% SWD 25%</p> <p>CAASPP Mathematics 2019-20 Goal All Students 37% ELs 15% SWD 5%</p> <p>ACT Scores above 21: 50%</p> <p>SAT Met ELA Benchmark: 55% Met Math Benchmark: 30%</p> |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Goal 1 Action 1

Ensure all students are provided with high quality instruction:

- Continue utilizing time during the day on Wednesdays for teachers to improve teacher quality; analyze data (SBAC ELA & Mathematics, CAA, CAST, 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.

This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|------------|---|
| 213,198.00 | LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits |
| 5,000.00 | Title I Certificated Personnel Salaries & Benefits |

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

| |
|--------------|
| All Students |
|--------------|

Strategy/Activity

| |
|---|
| Goal 1 Action 2 Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals that is principally directed on improving the academic achievement of English learners, foster youth, and students of low-socioeconomic status. a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include Explicit Direct Instruction (EDI, AVID, CPM, SDAIE, DOK, ELD, PLC, NCTM Best Practices, Thinking Maps and Co-teaching. b) Continue to fund mentors for new teachers and Teacher Induction support services. c) Maintain increased staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time. |
|---|

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 72,062.00 | LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits |
| 5,000.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |

| | |
|-----------|---|
| 27,140.00 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |
| 10,000.00 | Title I 5000-5999: Services And Other Operating Expenditures |
| 11,000.00 | Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

| |
|--------------|
| All Students |
|--------------|

Strategy/Activity

| |
|---|
| Goal 1 Action 3 |
| Continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve instruction and learning for English learners, foster youth and pupils of low socio-economic status. |

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 15,000.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |
| 2,000.00 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |
| 25,000.00 | Title I 4000-4999: Books And Supplies |
| 3,984.00 | Title I 5000-5999: Services And Other Operating Expenditures |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 4

Maintain the increased UC a-g as well as the additional foreign language teacher to increase the percentage of English learners, foster youth, and pupils of low socioeconomic status in satisfying UC or CSU entrance requirements.

This action is principally directed to increase UC a-g completion for English learners, foster youth and socio-economically disadvantaged students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

215,976.00

Source(s)

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 5

Provide support staff to improve student outcomes:

- a. Maintain ELD coordinators, school site Learning Directors, and Director of Instruction to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status.
- b. Maintain ELD Clerks, IT support staff, work-based learning clerk, homeless/foster youth support staff, and instructional assistants to improve learning and provide support for English Learners, foster youth and pupils of low socio- economic status.

This action is principally directed to improve the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|------------|--|
| 58,378.00 | LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits |
| 121,235.00 | LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits |
| 220,594.00 | Title I Certificated Personnel Salaries & Benefits |
| 138,444.00 | Title I Classified Personnel Salaries & Benefits |
| 47,962.00 | Title II Part A: Improving Teacher Quality Certificated Personnel Salaries & Benefits |
| 18,191.00 | Title III Classified Personnel Salaries & Benefits |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

| |
|--------------|
| All students |
|--------------|

Strategy/Activity

| |
|---|
| <p>Goal 1 Action 6</p> <p>Continue to maintain:</p> <ul style="list-style-type: none"> a. Reading, writing and mathematics intervention during the day. b. Academic tutorials for intervention, UC a-g preparedness, and other college readiness indicators in the core academic content subjects. c. Summer school to provide ELD, supplemental instruction for students not meeting standard, increase dual enrollment opportunities, and core academic make-up classes. d. Additional teachers for class size reduction: one English and two mathematics (hired 2014-2015) teachers e. Reduced class size for students not attaining standard. f. Instructional field trips to supplement learning. g. Incentives for students completing intervention program. h. Transportation and the additional bus driver for summer school and the tutorials. i. Fund an additional bus driver to transport students to other district schools for access to a broad course of study and to close the CTE completion gap for English learners and students on an active IEP. |
|---|

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|------------|--|
| 539,950.00 | LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits |
| 53,129.00 | LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits |
| 57,830.00 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |
| 63,622.00 | Title I Certificated Personnel Salaries & Benefits |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 7

Continue to provide opportunities to improve college readiness by:

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 2,500.00 | LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits |

| | |
|-----------|--|
| 28,690.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |
| 24,716.00 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 8

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

This action is principally directed to reduce the academic achievement gap and improve CSI among English learners, socioeconomically disadvantaged pupils, and students with disabilities.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 75,000.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |
| 15,402.00 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |
| 72,779.00 | Title I 4000-4999: Books And Supplies |

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 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.

Recognition 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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 16,200.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |
| 7,100.00 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. These stakeholders are proud of the academic achievements attained by our school. These achievements include the SBAC English (65.64% met standard RFK) surpassing county (50.87% met standard) and state levels (57.27% met standard). Similarly, the SBAC mathematics of 36.34% (RFK) meeting standard exceed county and state(32.34%) rates as well. Students with disabilities who took SBAC English California Alternate Assessment performed extremely well with 53.8% (district-wide) at level 3 (the highest level). Our students continue attain high University of California UC a-g completion rates of 69.7% and a 'High' on the College and Career Indicator . Similarly, the RFKHS English Learner Progress on the English Language Proficiency Assessment proficiency of 55.7%. The stakeholders concurred the outlined actions and services are appropriate.

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

There are no significant differences in budgeted expenditures. Action 2 resources were not fully expended due to availability of College Readiness grant monies. The College Readiness monies are not available this year. The increased expenditure in Action 4 is attributed to the increased dual enrollment opportunities for students. The resources not fully used in the actions outlined in this goal were used to purchase needed technology (Action 8) to attain the outlined goals.

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 are only a couple of changes added to this goal. Our district will fund an additional bus driver to transport students to other district school sites for access to a broad course of study. These added actions are principally directed to improve services for English learners, students with disabilities, foster youth, homeless youth, and socioeconomically disadvantaged pupils. This can be found in Goal 1, Action 6 of this plan.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Career Readiness and Career Technical Education

LEA/LCAP Goal

Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical Education.

Goal 2

Increase the college and career readiness indicator and access to a broad course of study, including increased dual enrollment opportunities, and close the gap for English learners, students with disabilities and socioeconomically disadvantaged pupils.

Student Learning Outcomes:

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

- Genuine when contributing to their community
- Legitimate when using technology
- Optimistic toward self-improvement
- Broad-minded when considering career opportunities
- Adaptable when solving problems
- Loyal to the legacy of RFK

WASC Areas of Growth:

Area 2: RFK, with support from the district, should work to create an updated and relevant technology implementation plan to support student learning.

Robert F. Kennedy High School has been working both with the District and at the local site level to create a site technology plan. We would like this to reflect the District goals and vision. Our school administration has taken several steps to address teacher concerns about technology and impediments to classroom technology use as well as to bolster technological infrastructure and availability. During the 2018-2019 school year, administration focused professional development on technology and brought in consultants to train and support teachers in the use of Illuminate, our assessment system, and Office 365. The trainings on Office 365 focused on both instructional uses of traditional Office programs, such as excel, and the newer program of Teams. Teams is a program that creates shared digital spaces that teachers can use as digital classrooms. Our administration has also continued purchasing mobile laptop carts, increasing the number of teachers with designated laptop carts and expanding classroom access to technology. To accommodate a greater demand on our Wi-Fi system, the technology department has been adding Wi-Fi switches in building to increase Wi-Fi availability. This year, the technology department has also implemented updated filters and a program that allows them to remove unauthorized devices from our networks, freeing up even more bandwidth for classrooms.

Identified Need

RFKHS has experienced a 24.3% decline of all students completing a CTE program. There is a need for students to have access to a broad course of study and close the gap between CTE completers and UC a-g completers among English Learners and students with disabilities. Additionally, RFKHS's goal is to continue performing in the top 25% in Visual Performing Arts, Mock Trial, and Improve the Physical Fitness test results. Our goal is to improve AP Foreign Language passing rates and increase the number of students attaining the Biliteracy Seal as well as increasing the number of student attaining dual enrollment credit. RFKHS has identified the need to offer other foreign languages in addition to Spanish.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | 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. | District wide: 100% of pupils have access to a broad course of study. CALPADS Dual Enrollment: 2018-2019 971 students CALPADS CTE Completers All Students 19% ELs 11% SWDs 17% Dashboard College and Career Indicator (CCI)- Prepared: 2018 All Students 60.9% ELs 40% SWDS 23.1% | District wide: 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. | District wide: 100% of unduplicated pupils have access to a broad course of study. District wide: Dashboard College and Career Indicator (CCI) - Prepared: Socioeconomically Disadvantaged - 56%, ELs - 34% | District wide: 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. | District wide: 81.4 % pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs. | District wide: Maintain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| | District wide: Dashboard College and Career Indicator (CCI) - SWDs - 21% | |
| Priority 8: Pupil outcomes in subject described: Mock Trial | Top 10 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 2018: Band - 2nd Place Color Guard - 2nd Place Percussion - 1st Place Spring 2019: Percussion - 1st 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 | 156 AP exams were passed in the 2018-2019 school year. A 4.7% increase over the 2017-2019 school year, putting us at 37% passing rate. | Maintain and/or improve AP passing rates. |
| Priority 8: Pupil outcomes in subject described: Dual Enrollment | 2018-2019 Student enrollment and earning college credit in Dual Enrollment courses was 971, which was a significant increase from the 2016-2017 school year of 473. | 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. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 1

Ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction.

- a. Continue utilizing time during the day on Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum.
- b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis.

This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

52,268.00

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits

4,000.00

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 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.

Provide professional development for counselors on Federal financial aid and college workshops (Title IV)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| | |
|----------|--|
| 4,000.00 | LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits |
| 900.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |
| 3,900.00 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |
| 4,000.00 | Title IV 5000-5999: Services And Other Operating Expenditures |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 3

Continue to purchase supplementary materials, equipment and supplies to attain goals and outcomes of the unduplicated student population.

The supplementary materials and equipment are principally directed to improve physical fitness, Visual Performing Arts education, Career Technical Education completion, and access to a board course of study for English learners, foster youth, students with disabilities, and pupils of low socio-economic status.

Provide supplemental materials for the world language, history, music, and other activities to support students access to, and success in, a variety of well-rounded education experiences.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 34,000.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |
| 3,000.00 | Title IV 4000-4999: Books And Supplies |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 4

Offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for all students, including English learners and students with disabilities.

- a. Maintain Career Technical Education teachers: Business Education teacher at RFK
 - c. Fund a dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses.
 - d. Maintain additional CTE and dual enrollment courses.
 - e. Maintain CTE Courses: Auto Body, Nurse Assistant, Medical Assistant, Clinical Medical Assisting, and Security Law.
 - f. Maintain Health pathway teacher and one welding teacher.
- These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

595,980

Source(s)

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits

11,287

LCAP Supplemental & Concentration
Classified Personnel Salaries & Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

- a. Maintain one four-hour instructional aides to increase course access to SWD in PAVE.
- d. Maintain athletic trainer to improve outcomes in safe physical activity practices and improve outcomes in physical fitness.
- e. Maintain reduced class size in physical education grade 9 to meet Physical Fitness outcomes.
- f. Continue to provide afterschool intervention to improve student outcomes.

g. 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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 140,593 | LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits |
| 72,710 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 6

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

Provide field trips and supplemental instructional materials for world language, history, music, and other activities to support students access to, and success in, a variety of well-rounded education experiences. (Title IV)

These supplemental educational activities are principally directed to improve learning for English learners, foster youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000.00

Source(s)

LCAP Supplemental & Concentration
5000-5999: Services And Other Operating
Expenditures

5,000.00

Title IV
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,500.00

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Mock Trial Consultant

6,667.00

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Music consultant(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

RFKHS 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 field trips to colleges, universities, and vocational institutions. Access to a broad of study 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, home economics, and computer literature. Our CTE Director was instrumental in aligning CTE course and articulating dual enrollment opportunities for our students.

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

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. The College and Career Readiness Indicator for 2017-2018 increased to 40% for English learners and 23.1% for students with disabilities. This is attributed to the increased access to dual enrollment and CTE opportunities. The music program continues to excel. All schools attained Champions, first place and second place in the county. Stakeholders concurred to keep the outlined actions and services to meet student outcomes. There are a couple of areas with significant difference in budgeted expenditures. The first is noted in Action 1: Provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis. Teachers utilized the Wednesdays to collaborate and were able to analyze data and refine instruction and curriculum during this time. The second area of material difference is in Action 2: provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs. The College Readiness grant monies were utilized to provide professional development for this goal. The funding for the College Readiness grant ends June 2019. The unused funds were transferred to purchase much needed technology for students.

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.

RFKHS is attaining or exceeding the expected outcomes of this goal. Student and staff stakeholders analysis of the gap in College and Career Indicator for students with disabilities and English Learners prompted the need for a designated staff to assist students with disabilities. English learners and socioeconomically disadvantaged pupils in registering for dual enrollment college courses. Thus, the district funded a dual enrollment clerk to provide this much needed service. This change can be found in Goal 2, Action 4.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Culture/Environment/Parent Involvement

LEA/LCAP Goal

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.

Goal 3

Robert F. Kennedy High School will provide all students with a high quality educational environment where they can take pride in their campus and feel safe and connected and improve student attendance. We will continue to maintain low suspension rates, low dropout rates, and high graduation rates.

Student Learning Outcomes:

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

Genuine when contributing to their community

Legitimate when using technology

Optimistic toward self-improvement

Broad-minded when considering career opportunities

Adaptable when solving problems

Loyal to the legacy of RFK

WASC Areas of Growth:

Area 3: RFK needs to develop more effective communication among all stakeholders.

Communication was an area which Robert F. Kennedy High School had already been working to improve. Since our WASC visit, we have worked to strengthen our existing means of communicating with stakeholders, including staff, students, and parents. Our new principal, Dolores Rodriguez has continued the practice of our previous principal: sending weekly emails to staff about upcoming events and current happenings on campus. Our ASB has started sending daily emails with our morning announcements, ensuring that teachers have access to these announcements. Counseling staff have continued to hold evening events, such as Coffee with the Counselors and CASH for College, to provide parents the opportunity to keep up with their children's progress and to ask questions. Additionally, due to a District change in counseling hours, every week three counselors come in to work an hour later than teachers and remain after school an hour later, thus increasing after school availability for both students and parents to meet with the counselors. RFKHS will continue to utilize the marquee, Blackboard Connect all-calls/emails as methods to communicate parents. During the 2019-20 school year, RFKHS administration and Student Activities Director are using social media apps like Facebook, Instragram, and Twitter to communicate with all stakeholders and will continue to research best practices to increase parent involvement.

Identified Need

Robert F. Kennedy has identified the need to improve student attendance rates. There was a slight decrease from 96.52% in 2018 to 98.8% in 2019. We also found the need to reduce chronic absenteeism for all students and close the gap between English learner and students with disabilities subgroup. There was a slight decrease from 96.52% in 2018 to 98.8% in 2019.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | 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 | Maintain and increase fully credential 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. | 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 | California Dashboard: Standard Met 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. | 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. | California Dashboard: Standard Met 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 | Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| | 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. | |
| Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs. | California Dashboard: Standard Met 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 - 96.2% | Attain 96.8% |
| Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: High school dropout rates; | Dataquest High school dropout rates - All students .28% ELs .8% SWDs .5% | Maintain or decrease high school dropout rates |
| Priority 5: Pupil Engagement as measured by all of the following, as applicable: | Dataquest All Students 95.5% English Learners 92% SWDs 84% Homeless 91.5% | All students 97% English Learner 97% SWD 85% Homeless 92% |
| Priority 6(a): School Climate as measured by all of the following, as applicable: Pupil suspension rates | Dataquest Student suspension rates All students 1.8%; English Learners 2%; SWDs 2.9% | All students 1.8%; English Learner 2%; SWD 2.9% |
| Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates | Pupil expulsion rates - | Target - Total number of expulsions 9 |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 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. | 100% school safety 100% school connectedness | Attain: 100% Sense of Safety; 100% connectedness to school |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

| |
|--------------|
| All students |
|--------------|

Strategy/Activity

| |
|--|
| <p>Goal 3 Action 1</p> <p>Continue to provide high-quality professional development on evidence- based intervention strategies.</p> <p>This action is principally directed to reduce suspensions and expulsions and improve student sense of safety for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.</p> <p>(Title IV) Provide high-quality training for school personnel that is related to suicide prevention, bullying, drug abuse prevention, human trafficking, school-based violence prevention strategies, and effective and trauma-informed practices in classroom management. This includes participating in Aggression Replacement Training, Applied Suicide Intervention Skills Training, and the Bullying Prevention Symposium.</p> |
|--|

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1,000.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |
| 3,500.00 | LCAP Supplemental & Concentration |

| | |
|----------|--|
| | 5000-5999: Services And Other Operating Expenditures |
| 6,000.00 | Title IV 5000-5999: Services And Other Operating Expenditures |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Goal 3 Action 2

Continue to purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety. Recent stakeholder input and student surveys indicated the need for additional safety measures (training, reinforced gates, doors, locks, etc.).

Purchase supplies to promote a safe and healthy educational environment (Title IV)

All supplementary materials are principally directed on improving student sense of safety and increasing graduation rates for the unduplicated pupil population.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 4,000.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |
| 500.00 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |
| 24,000.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |
| 6,040.00 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |

3,000.00

Title IV
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 3 Action 3

Continue to provide alternative educational settings and services to reduce suspensions and expulsions.

b. Maintain the academic intervention teacher

This action is principally directed on improving outcomes for the unduplicated student population

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

107,424.00

Source(s)

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 3 Action 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 English Learners, students with disabilities and pupils of low socio-economic status.

a. Maintain the additional credit recovery sections.

b. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school.

c. Maintain Discipline Liaison and funding for portion of salary for school psychologists and nurses

d. Maintain contract with Delano Police Department for three resource officers.

e. Maintain funding for an intervention counselor to reduce suspensions and expulsions.

f. Fund an additional security staff to increase student and teacher sense of safety.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|------------|--|
| 505,679.00 | LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits |
| 143,946.00 | LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits |
| 2,000.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |
| 76,667.00 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 3 Action 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. This action is principally directed to improve graduation rates for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 16,475.00 | LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity**Goal 3 Action 6**

Continue to purchase technology and fund maintenance of RFKHS web page to increase parental and community engagement. This action is principally directed on improving the digital literacy of English learners, foster youth, and socioeconomically disadvantaged pupils.

Continue to provide technology and infrastructure to improve student digital literacy (Title IV)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)**Source(s)**

2,000.00

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits

7,800.00

LCAP Supplemental & Concentration
5000-5999: Services And Other Operating
Expenditures

25,000.00

LCAP Supplemental & Concentration
4000-4999: Books And Supplies

6,000.00

Title IV
4000-4999: Books And Supplies

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity**Goal 3 Action 8**

Continue to foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities and increase student sense of school connectedness.

Provide guest speakers on suicide prevention, crisis management, bullying, personal care, etc.
(Title IV)

This action is principally directed to improve school connectedness for the unduplicated pupil population.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1,500.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |
| 3,000.00 | LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures |
| 3,000.00 | Title IV 5800: Professional/Consulting Services And Operating Expenditures |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Goal 3 Action 9

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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------------------------------|
| 2,000.00 | LCAP Supplemental & Concentration |

| | |
|-----------|---|
| | Certificated Personnel Salaries & Benefits |
| 57,758.00 | LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits |
| 300.00 | LCAP Supplemental & Concentration 4000-4999: Books And Supplies |

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

All actions and services were implemented during the 2018-19 school year. RFKHS 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 received additional support services from our psychologists, intervention counselors, nurses, discipline liaisons, and resource officers. RFKHS implemented additional measures for student sense of safety. These included additional locks for all classroom doors, cameras, and secure entrances at the school offices. The teacher day was extended an additional fifteen minutes to be available afterschool for students and parents. Technology was provided in credit recovery and intervention. The district was able to complete much needed repairs to student use facilities. Parent outreach and workshops were conducted in the evenings on a regular basis. RFKHS accommodated student needs by maintaining the classified staff work calendar to align to student school days. These actions and services are principally directed to improve services for the unduplicated pupils.

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

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. Our 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. RFKHS has attained 100% credentialed and appropriately teachers, full implementation of academic content standards, and facilities are much improved with the repairs completed this year. Ninety-eight percent of parents agree that the school/district involves parents in providing input in making decisions for the school or district. The same percentage of parents indicated that RFKHS promotes parental participation by providing parent notices, invitations, and letters regarding parent involvement activities. Attendance rates improved to a 96.67% students attending daily. Chronic absenteeism declined for all students, English learners, and students with disabilities. Dropout rates declined second year in a row to a 0.3% which is considerably below county and state levels of 3.9% and 5.4%, respectively. Our district continues to maintain a "High" graduation status of 95.1% for all students. Suspension rates declined for all students, English

learners and students with disabilities. Stakeholder groups as well as our parent advisories are pleased with the outcomes the district has attained.

The material differences are in Action 2 and Action 5. RFKHS used approximately half of the \$180,000 allocated towards student sense of safety (Action 2). The unused half was transferred to meet technology needs for student learning. Action 5 cost for reduced class size was significantly less than projected. The rest of the allocation will be carried over to the 2019-2020 LCAP actions and services.

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.

RFKHS stakeholder groups conducted data, outcome, and performance analysis of the expected outcomes, metrics, and actions. Overall stakeholders are pleased with the district's performance on the state and local metrics outlined on the Eight Priorities. There is, however, a noted decline in student sense of safety. Accordingly, the district has proposed funding for an additional security officer at each of the comprehensive high schools for the 2019-2020 school year.

Budget Summary

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

Budget Summary

| Description | Amount |
|---|----------------|
| Total Funds Provided to the School Through the Consolidated Application | \$752,063 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$4,132,476.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|--|-----------------|
| Title I | \$558,590.00 |
| Title II Part A: Improving Teacher Quality | \$58,962.00 |
| Title III | \$18,191.00 |
| Title IV | \$30,000.00 |

Subtotal of additional federal funds included for this school: \$665,743.00

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

| State or Local Programs | Allocation (\$) |
|-----------------------------------|-----------------|
| LCAP Supplemental & Concentration | \$3,466,733.00 |

Subtotal of state or local funds included for this school: \$3,466,733.00

Total of federal, state, and/or local funds for this school: \$4,132,476.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

| | |
|--|--------------|
| LCAP Supplemental & Concentration | 3,466,733.00 |
| Title I | 558,590.00 |
| Title II Part A: Improving Teacher Quality | 58,962.00 |
| Title III | 18,191.00 |
| Title IV | 30,000.00 |

Expenditures by Budget Reference

Budget Reference

Amount

| | |
|---|--------------|
| 4000-4999: Books And Supplies | 342,369.00 |
| 5000-5999: Services And Other Operating Expenditures | 354,289.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 22,167.00 |
| Certificated Personnel Salaries & Benefits | 2,869,661.00 |
| Classified Personnel Salaries & Benefits | 543,990.00 |

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

| | | |
|--|-----------------------------------|--------------|
| 4000-4999: Books And Supplies | LCAP Supplemental & Concentration | 232,590.00 |
| 5000-5999: Services And Other Operating Expenditures | LCAP Supplemental & Concentration | 314,305.00 |
| Certificated Personnel Salaries & Benefits | LCAP Supplemental & Concentration | 2,532,483.00 |
| Classified Personnel Salaries & Benefits | LCAP Supplemental & Concentration | 387,355.00 |

| | | |
|---|--|------------|
| 4000-4999: Books And Supplies | Title I | 97,779.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 13,984.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 19,167.00 |
| Certificated Personnel Salaries & Benefits | Title I | 289,216.00 |
| Classified Personnel Salaries & Benefits | Title I | 138,444.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 11,000.00 |
| Certificated Personnel Salaries & Benefits | Title II Part A: Improving Teacher Quality | 47,962.00 |
| Classified Personnel Salaries & Benefits | Title III | 18,191.00 |
| 4000-4999: Books And Supplies | Title IV | 12,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title IV | 15,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title IV | 3,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 2,167,082.00 |
| Goal 2 | 956,805.00 |
| Goal 3 | 1,008,589.00 |

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 |
|---------------------|----------------------------|
| Dolores Rodriguez | Principal |
| Paige Winders | Classroom Teacher |
| Guadalupe Alindajao | Classroom Teacher |
| Joaquin Alvarado | Classroom Teacher |
| Anabel Jasso | Other School Staff |
| Maricela Lizarraga | Other School Staff |
| Denise Gamboa | Secondary Student |
| Jessica Chavez | Secondary Student |
| Kevin Medina | Secondary Student |
| Norma Sanchez | Parent or Community Member |
| Adriana Ochoa | Parent or Community Member |
| Maria LLama | 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:

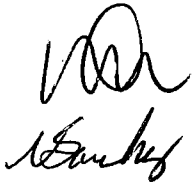
| Signature | Committee or Advisory Group Name |
|---|------------------------------------|
|  | English Learner Advisory Committee |
| | Other: WASC Committee |

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 10/30/2019.

Attested:



Principal, Dolores Rodriguez on 10/30/2019

SSC Chairperson, Norma Sanchez on 10/30/2019

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

