



# 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	May 16, 2023	June 13, 2023

## 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 drafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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# 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, we regularly ask our students, parents, and staff to respond to questions about students' achievement and supports for student learning. All surveys are provided in English and Spanish. Surveys are administered via personal phone calls, Parent Square emails/text messaging, and Microsoft Forms. 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 our students. Parent, student, and teacher surveys are conducted regularly (spring, summer, and fall) to gauge instruction, student needs, and academic achievement. Some of our surveys and the implications are below:

### Parent Surveys - Fall 2022 (642 parents participated in the survey)

- 99% of parents agreed that the school has sufficient standards aligned instructional materials in history, English, mathematics, science, health, World Languages, and ELD.
- 98% of parents agreed that the school facility is in good repair.
- 98% of parents agreed that the school involves parents in providing input in making decisions for the school/district.
- 97% of parents agreed that the school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.
- 96% of parents agreed that the school/district prepares students for college or career pathways.
- 95% of parents agreed that the district/school effectively addresses attendance, dropout, and graduation.
- 98% of parents agreed that the school provides alternatives to suspension for minor offenses such as disruption or defiance.
- 96% of parents agreed that students feel safe while at school and students feel connected to school.
- 12% of parents indicated that their child has experienced chronic sadness or hopeless feelings in the past 12 months.
- 97% of parents agreed that the school provides access to a broad course of study.

### Student Surveys - Fall 2022 (1287 students participated in the survey)

- 98% of students agreed that the school has sufficient standards aligned instructional materials in history, English, mathematics, science, health, World Languages, and ELD.
- 99.95% of students agreed that the school facility is in good repair.
- 100% of students agreed that the school involves parents in providing input in making decisions for the school/district.
- 99.5% of students agreed that the school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.
- 99.97% of students agreed that the school/district prepares them for college or career pathways.

- 99.96% of students agreed that the district/school effectively addresses attendance, dropout, and graduation.
- 99.93% of students agreed that the school provides alternatives to suspension for minor offenses such as disruption or defiance.
- 99.92% of students agreed that they feel safe and connected while at school.
- 15.5% of students indicated that they have experienced chronic sadness or hopeless feelings in the past 12 months.
- 99.94% of students agreed that the school provides access to a broad course of study.

In March 2022, the RFK faculty completed a WASC survey to gather feedback concerning professional development needs. Nearly 61% of the faculty responded to the survey. 100% of teachers who participated in the survey shared suggestions to improve professional development needs. Most teachers suggested content-specific training to improve best teaching practices and maximize learning. Some of the results are as follows:

- 77% of teachers felt that the professional development provided was somewhat effective to very effective
- 29% of teachers selected project-based learning
- 43% of teachers selected Differentiated Instruction for professional development needs in instruction
- 46% of teachers selected Classroom Management
- 50% of teachers selected Social Emotional
- 64% of teachers selected Technology as other professional development areas.
- 39% of teachers indicated they would want to be engaged in a professional learning activity for no more than 3-4 hours
- 36% of teachers indicated they would want to be engaged in a professional learning activity for no more than 1-2 hours.
- 46% of teachers prefer in-person professional development.
- 100% of teachers prefer to participate in professional development activities during "buy-back" days

The 2022-2023 school year marks year 5 of our current WASC accreditation cycle. As part of our Self-Study, our WASC Focus on Learning Chair asked faculty to respond to the following question: "Since the 2018-2019 school year (or when you joined our staff), what significant changes have impacted our school program and community?" Teachers were instructed to "type in what the significant development was, any significant actions taken by our school, what evidence there is of the development, and what the impact of the development was." Some of the responses include the following:

#### SIGNIFICANT DEVELOPMENT

- Parent Square Communication
- Canvas Learning Platform
- Dual Enrollment Focus
- Mental Health Focus
- Implementation of District Literacy Program
- Technology in the classroom is more accessible
- More tutorials offered to students

## 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, the principal, two assistant principals and learning director regularly perform formal observations, and informal walk-throughs to evaluate instructional strategies and effectiveness of classroom management and lesson design. The formal observations are conducted as part of the evaluation process for provisional and probationary teachers; tenured teachers typically occurring on a biennial basis. The process of formal evaluations consist of a pre-conference; one or more formal observations of a full period; post conference(s) to provide teachers with immediate and effective feedback; and one or more walk-throughs (not a full period) to determine progress of instructional practices.

Evaluations of instruction serve to guide improvement of teaching skills, to recognize and reinforce teaching excellence, to help teachers focus on student outcomes, identify best practices, and to plan professional development. The evaluation process enables site administration to evaluate instructional strategies and effectiveness as well as classroom management and lesson design. The process also allows for constructive feedback and an overall score of the teacher's performance. EL instructional strategies are also informally tracked using a classroom walk-through monitoring tool to determine individual or school-wide professional development needs. The walk-through monitoring tool helps collect data of instructional strategies and practices being implemented in the classroom and is used to provide teachers with timely and effective feedback. The informal walk-throughs are held weekly, sometimes daily, to determine the implementation of effective practices and gaining insights into next steps.

Informal learning walks are primarily held by teacher coaches to determine needed support for new or struggling teachers. Learning walks performed by teacher coaches in English, Math, and Science are used to determine the needs of their peers and if concepts shared in instructional coaching sessions are being implemented in the classroom. This helps determine what is working and which further supports are needed or should be continued. Teachers new to the school or the profession are encouraged to participate in learning walks to observe master teachers implementing teaching strategies that support learning and maximize student achievement.

## 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)



RFKHS uses state and local formative and summative assessments to modify instruction and improve student achievement. Students are assessed regularly to track learning progress throughout the semesters. Teachers in the Mathematics, English, ELD, Science, Health, Social Studies, and World 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, FACS, multiple choice and essay exams, projects and portfolio assessments, performance tasks and labs, 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, formerly known as the EL Coordinator) who implements local and state assessments including but not limited to ELPAC, FACS, SBAC, and CAA. The LSAC assists teachers with Data Analysis of assessments to evaluate student learning, target areas of growth, and set student goals. 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 schedules 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.

The Learning Director also assists teachers with data analysis of assessment to evaluate student learning, target areas of growth, and set student goals. Educational programs such as Listenwise, IXL, Aeries Grade Book and Parent Portal, and Canvas LMS make the collection and sharing of assessment data much easier. Listenwise is used by teachers to monitor student progress in listening and comprehension skills. The IXL benchmark assessments identify students for targeted after school tutorial in core subjects. Teachers update their Aeries gradebook regularly, providing parents with the ability to monitor grades and daily attendance, and have access to their child's assigned teacher information using Parent Portal at Aeries.net. Instructions to create a parent/student portal account are included in the annual parent information packet that is mailed to every RFK student household. Counselors developed an easy-to-follow parent portal tutorial video and written instructions in English and Spanish that are available on our school website. Parents also receive the link through a text message via Parent Square for easy access to the information. As part of our Parent Workshop Series, the guidance counselors provide an Aeries Portal parent workshop to guide them through the step-by-step process of creating their respective accounts in a school computer lab.



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

Robert F. Kennedy High School continuously uses data to modify instruction in meeting the needs of pupils of low socioeconomic status and close the achievement gap among student sub groups. Our school will continue to conduct an annual needs analysis based on evaluation of data and current actions. All actions for federal funds will supplement and enhance local priorities. RFKHS will continue to provide homeless students with services outlined in the McKinney-Vento Act. Our goal is to ensure all students receive a high-quality education and close the achievement gap for English learners and students with disabilities. Robert F. Kennedy High School will monitor and evaluate the implementation and effectiveness of instruction and student learning through the use of local and state assessments. Pupil academic achievement will be measured through the use of local formative and benchmark (summative) assessment results in English and mathematics. Formative assessment data is collected daily through quizzes, assignments, and Explicit Direct Instruction (EDI) to gauge learning and refine and modify instruction and curriculum. Summative (benchmark) assessment data will be collected and evaluated at the end of each term for effectiveness and refinement of instructional strategies and supplementary materials; social and emotional learning; and tutorials. This data will be used to inform ongoing decision making during staff collaboration time, school wide staff meetings, and parent meetings and trainings.

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 are 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. Once the data is collected, it is analyzed for achievement gaps and academic performance among subgroups as well as local and state averages.

The overall student enrollment remains steady with slight growth. Our English Learner enrollment number exceeds the state averages but remains steady over time. Our student population is a reflection of the Delano community, also known as an international community due to its diverse population. The RFK student populations is predominantly Hispanic and Filipino.

While we serve a high number of students who are English learners, RFK students are making progress in English proficiency. This can be attributed to programs on our campus that target our EL 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.

In spring 2022, 62.70% of our 11th grade students met or exceeded standards based on the English Language/Literacy test results, surpassing the state average by 7.2%. In Mathematics, 25.33% of our 11th grade students met or exceeded standards; 1.67% below the state average of 26.97%. According to the CA Dashboard, all students achieved 'medium' status at 25.2 points above standard. Our English learners achieved 'low' status at -47.4 points in English and 'very low' status at -87.8 in Math. EL students and students with disabilities performed higher than the state average in ELA. Both ELs and Students with Disabilities performed below the state average in Mathematics.

An additional English and Mathematics teacher was hired at RFKHS in 2022-23 to reduce class size and close the learning gap. District administration also worked with the comprehensive sites and consultant Jill Hamilton-Bunch to develop a Literacy Plan to support teaching and learning. Two

paraprofessionals were hired to provide supplemental instruction and support prioritized for English learners and pupils with exceptional needs. Students with disabilities will be provided additional math support from a special education teacher to improve academic performance.

Teachers and school administration use 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 2021 ELPAC data, it was determined that reading was one key area 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. For the 2022-2023 school year, 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.

#### PFT:

All students in grades nine must be administered the Physical Fitness Test during February 2023 and May 2023. 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:

RFKHS teachers monitor their students' academic proficiency and modify instructional strategies based on the results of the FACS. The FACS 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.

#### ADVANCED PLACEMENT:

The number of students taking AP decreased in 2021 and remained steady in 2022, 323 student in 2020; 293 students in 2021; and 299 in 2022. 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. The decline in the number of students taking AP courses is attributed to the increase of dual and concurrent enrollment courses

completed by students. RFKHS is one of nine schools earning Exemplary Dual Enrollment Status in 2023.

IXL:

IXL benchmark assessments identify students for targeted afterschool tutorial.

AERIES GRADEBOOK:

Scholarship warnings identify students in need of intervention strategies and support from their guidance counselor. Students are assigned the same counselor from the start of their freshman year through graduation. Counselors refer students to afterschool tutoring which is monitored through attendance logs and Aeries.

CANVAS LMS:

The Canvas poll tool provides teachers immediate feedback of student responses simultaneously during a lesson. Teachers use the immediate feedback to identify the need for re-teaching and other EDI instructional strategies. Assessments can also be graded immediately, allowing teachers the ability to refine, modify, and adjust the next day's instruction.

PEAR DECK:

With Pear Deck, teachers can maintain ownership over content and wrap existing curriculum in instructional best practices. Teachers can use real-time formative assessments to adjust instruction and provide students with immediate feedback.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

Robert F. Kennedy High School teachers continue to work tirelessly to prepare ALL students, including ELs, socioeconomically disadvantaged, and students with disabilities for continued improvement on the SBAC. Robert F. Kennedy High School has a teaching staff of 62 certificated members and has recently added a social science and English teaching position for class-size reduction. Three are on a Short Term Staff Permit (STP). RFKHS has 5 new, fully credentialed teachers with two or less years of experience. RFKHS admin makes every effort toward assuring that all teachers are highly qualified to teach in each of the academic areas. Within the core subject areas, there are 12 English/ELD teachers, 9 Mathematics teachers, 5 Science Teachers, and 7 Social Studies teachers. All teachers have a bachelor's degree, a California teaching credential, or are currently enrolled in a subject master credential program, one with a PhD, and some have earned master degrees qualifying them to teach dual enrollment courses.

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. New teachers are provided support as well as evidence-based professional development opportunities for all teachers. Mentors are provided for all Provisional Internship Permit (PIP), Short-term Internship Permit (PIP), Waivers, Interns, & Induction Program teachers for support and guidance. Academic coaches provide instructional support and training throughout the year for all teachers and this subgroup as well. Teachers, based on need or request, are provided a substitute to observe master teachers modeling instructional strategies and best practices. The Learning Director also meets with new teachers monthly or on an as needed basis to provide support in research-based instructional strategies and best practices.

Professional development activities are strategically scheduled to support new teachers. These activities include:

#### AUGUST

- Explicit Direct Instruction: Bell-to-Bell Instruction with Well-Designed Lessons that include Learning Objective, Prior Knowledge, Concept Development, Guided Practice, Relevance, and Closure (RFK New Teacher Academy)
- Explicit Direct Instruction: Active Engagement Strategies that include Pronounce with Me, Track with Me, Read With Me, Gesture With Me, Attention Signals, White Boards, and Complete Sentences (RFK New Teacher Academy)

#### SEPTEMBER

- Explicit Direct Instruction: Effective Lesson Delivery that follows the TAPPLE methodology (RFK New Teacher Academy)
- Explicit Direct Instruction: Engagement Norms & CFU's (Dataworks)
- Distance Learning: Canvas Learning Management System training (RFK Academic Coaching)
- Explicit Direct Instruction: Active Engagement that includes Think-Pair-Share and Collaborative Activities (RFK New Teacher Academy)

#### OCTOBER

- Distance Learning: Canvas Learning Management System training (RFK Academic Coaching)
- Explicit Direct Instruction: Checking for Understanding that includes Random Selection, White Boards, and Complete Sentences (RFK New Teacher Academy)
- Reading Literacy: Jill Hamilton-Bunch (Point Loma Nazarene University)
- Explicit Direct Instruction: Effective Feedback for incorrect answers (RFK New Teacher Academy)

#### NOVEMBER

- Explicit Direct Instruction: Effective Modeling of the Annotation process (I do, we do, you do) that includes a Teacher Think Aloud and Marking the Text with a Focus in Mind (RFK New Teacher Academy)

#### DECEMBER

- Reading Literacy: Jill Hamilton-Bunch (Point Loma Nazarene University)
- Explicit Direct Instruction: Effective Modeling of the Constructed Writing Response Process (I do, we do, you do) that includes Teacher Modeling, Rubrics, and Examination of Exemplars (RFK New Teacher Academy)



## JANUARY

- Explicit Direct Instruction: Effective Modeling of Vocabulary Development that includes the Frayer Model graphic organizer (RFK New Teacher Academy)
- Universal Lesson Design: (Dataworks)
- Explicit Direct Instruction: (Dataworks)

## FEBRUARY

- Explicit Direct Instruction: A guided reading process that scaffolds reading with a focus (1st read, 2nd read, third read) and includes marking of the text and guided reading questions (RFK New Teacher Academy)

## MARCH

- Explicit Direct Instruction: Kelly Gallagher's Deeper Reading that includes teacher modeling (I do, We do, You do) and implements the Say-Mean-Matters graphic organizer strategy (RFK New Teacher Academy)

## APRIL

- Explicit Direct Instruction: Differentiating between Tier 1,2,&3 Vocabulary and Vocabulary Development (RFK New Teacher Academy)

## MAY

- Explicit Direct Instruction: Sharing of Best Practices - Teachers will provide student Exemplars of their EDI strategies and share successes. Teachers will build their own teacher's toolbox of EDI strategies that will be a quick reference for future lesson planning (RFK New Teacher Academy)

All professional activities are strategically implemented to support ongoing learning. Professional growth and improvement is monitored through weekly classroom visitations and continual data analysis of benchmark and summative assessments. The DJUHSD has set aside a two hour biweekly scheduled time on Wednesdays (late start) for this purpose of collaboration, data analysis, and improving instruction and student learning. Academic coaches provide needed instructional support and guidance throughout the year.

Teachers continue to develop professionally toward advanced degrees, clear credential classes, and individual Professional Learning Opportunities.

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

Staff development continues to be based on the needs of teachers and is always student centered. The Curriculum, Instruction, and Assessment (CIA) team identifies the professional development needs for the district with recommendations from the site administration. 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. Additionally, through data analysis and school goal setting, teachers provide input/recommendations based on their needs to improve student learner outcomes.

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

At RFKHS, we utilize content experts and instructional coaches such as the site Learning Director, Department Chairs, Department Coaches, an LSAC, 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 spearheads the New Teacher Academy at RFKHS. The Learning Director 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. The Learning Directors, a trainer of trainers in EDI, will provide regular coaching in researched-based instructional strategies for subgroups.

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

Teacher collaboration fosters a collaborative culture that puts the students' learning first and turns a teacher's best practice into a school-wide best practice. A signature practice of RFKHS and the Delano Joint Union High School District are cohort meetings, which allow teachers to meet and collaborate on a regular basis. 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. During bi-weekly meetings, cohorts discuss curricular issues, data analysis, FACS, revisions of rubrics, grading and homework policies, SBAC preparation, and ELPAC results. Weekly formal and informal cohort and department meetings also allow teachers to share classroom management strategies, dialogue on current educational trends, share best practices, and assess the process of standardization. Teachers are also provided additional time when needed after school or on Saturdays to further refine and develop curriculum. Teachers also meet throughout the school year and the summer to discuss curriculum scope and sequence, local assessments, and any issues regarding the implementation of both. Teachers work collaboratively to identify areas of growth and to ensure the scope and sequence and local assessments are as effective as possible.

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?

## 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 DEPARTMENT GOALS

Robert F. Kennedy's English Department is committed to supporting the District literacy plan and improved student achievement. Across all grade levels, the Department has set goals to have students regularly use and be comfortable with ACE and Annotation strategies. The Department also has committed to improving our pacing guides, scope and sequences, and grade level expectations to better exemplify vertical alignment between grade levels and preparation for CAASPP state testing.

We also believe that sending department members to subject-specific conferences (e.g., CATE, etc.) will lead to better instruction as teachers refine their practice and pick up strategies to share with other teachers in the department.

As such, our department goals are as follows:

#### Literacy Plan: Annotation Goal

Goal: Students in all grade levels will regularly use a variety of Annotation strategies such that they are comfortable with the strategies and understand which strategies are appropriate for the reading task and text.

Strategies: In order to work towards this goal, at the beginning of the school year, all teachers will include a mini-lesson introducing grade-level annotation strategies that will be reinforced and refined throughout the school year. Teachers will model annotation strategies throughout the year when working with written texts. We will also use Pear Deck, Kami, Canvas Annotation, and Epson Projectors to reinforce annotation through modeling, sharing, and discussing annotations.

Measures:

- As Annotation skills are important to writing, we will measure success on this goal by how

well students can select evidence for ACE and student performance on grade-level FACS. We will utilize department common rubrics to measure selection of evidence.

- We also believe that Annotation skills should support reading achievement. As such, we have set the following Renaissance Goals: Students will improve reading levels of at least 1.5 grade level equivalents as measured by the Renaissance test at the last testing window.

#### Literacy Plan: ACE Goals

Goal: Students in all grade levels will regularly use the ACE strategies for short response/brief write assignments and as the foundation for source-based essay body paragraphs. Our goals are further refined per grade level:

- English 9: Students will be able to incorporate ACE appropriately by the end of the 1st quarter. By the end of 3rd quarter consistently elaborating on evidence rather than just explaining evidence; by the end of 4th quarter, teachers will introduce weaving of evidence and elaboration to students, and students should by attempting to weave by the end of the school year.
- English 10: Students will be able to incorporate woven ACE evidence by the end of the 3rd quarter consistently. By the end of the year, students will begin to move away from ACE formula to more varied writing formats, still incorporating the key elements of ACE; students will understand that ACE is not a sequence. By the end of the year, students should be able to establish a line of reasoning in which they effectively elaborate on their evidence and connect it back to the topic sentence (A). By the end of 4th quarter, teachers will introduce students to using more than one piece of textual evidence in an ACE response.
- English 11: Students will weave and regularly use two or more pieces of textual evidence when using ACE by the end of the 1st quarter. By CAASPP testing, students will be able to elaborate effectively on both pieces of evidence to establish a line of reasoning that connects multiple pieces of evidence together, demonstrating how they are related and work together to support the topic sentence (A).

Strategies: In order to work towards this goal, at the beginning of the school year, all teachers will include a mini-lesson introducing or reviewing the ACE method and introducing grade-level ACE expectations. Teachers will model ACE strategies throughout the year when working with writing assignments. We will also include revisions opportunities to help students improve on ACE. We will also use Pear Deck and Epson Projectors to reinforce ACE through modeling, sharing, and discussing annotations.

Measures: We will measure student progress and achievement on ACE using a common department rubric modeled off CAASPP rubrics. In grade level cohorts, we will norm using students samples of ACE in order to establish achievement levels.

#### CAASPP Goals

GOAL: Robert F. Kennedy's English Department is also committed to helping improve student achievement and college and career readiness as measured by the CAASPP. CAASPP scores in ELA from the last several years show an achievement gap between all students and subgroups of English Learners (ELs) and Students with Disabilities (SwD). Our Department seeks to close that achievement gap.

Strategies: To support these goals, the Department plans to utilize Listenwise on a bi-weekly to weekly basis to improve student listening skills, IXL to remediate and differentiate student instruction, PearDeck to encourage student engagement, checking for understanding, scaffolding, and differentiating. English 9-11 will utilize the IABs starting in October to support student

achievement and offer test preparation. The Department and each cohort will establish a calendaring of IABs in Fall based on student needs and grade level scope and sequence and pacing; grades 9-10 will focus primarily on using grade 8 IABs with some grade 11 IABs depending on the planned calendaring for Grade 11.

Measures: As such the English 11 cohort has set the following CAASPP Goals: 3-5%

- The percentage of Students meeting or exceeding standard on the ELA CAASPP will improve 3% or more compared to the previous year's scores.
- The percentage of EL and SwD meeting or exceeding standard on the ELA CAASPP will improve 5% or more compared to the previous year's scores.

#### MATHEMATICS DEPARTMENT GOALS

- Use assessments to monitor student progress for proper placement and academic support.
- Use targeted teaching strategies to help subgroups of students pass their math classes and encourage them to take advanced courses to increase college and career readiness.
- Adopting a growth mindset as it pertains to student development. Welcoming mistakes by restructuring our formative assessments and providing multiple retakes for students.

#### SCIENCE DEPARTMENT GOALS

- Continue to fully implement Next Generation Science Standards (NGSS) into our curriculum and assessments with a focus on the integration of Science and Engineering Practices
- Continue to modify and align quarterly common formative assessments (FACS) to reflect the level of difficulty and intent of the NGSS using textbook publisher provided questions and guided by the assessment boundaries provided by ETS.
- Continue to assess, reteach, and reassess standards that are measured as unmet by evaluating CAST and local assessment data and by using pre- and post- instruction assessments.
- Receive professional development to learn how, where, and when we can inject opportunities for students to utilize the Science and Engineering Practices in each science subject and in writing both summative and formative assessments.
- Continue to emphasize Cross-Curricular Concepts in each course, particularly where it overlaps with other sciences, and with Math, English and History where appropriate.
- Increase the number of students enrolled in physics courses by encouraging students that were successful in Honors and Dual Enrollment Chemistry or enrolled in higher level math classes (Pre-Calculus and Calculus) to take Physics (AP or CP based on math levels)
- Increase the number of students enrolled in Dual Enrollment Chemistry (to have two sections of 24 students).
- A passing rate of 85% or better for students enrolled in Dual Enrollment Chemistry.
- 40% of students who take the CAST will score at Standard Met or higher.

#### SOCIAL SCIENCE DEPARTMENT GOALS

The goals for the Kennedy High social science department has slight changes from the previous year, but still primarily focuses on mastering a particular set of skills. There are a total of four skills: Sourcing, Corroboration, Contextualization and Close Reading. Students will master the four Historical Thinking Skills through a variety of activities, lessons and exams. We feel that these skills are central to applying GLOBAL components in each student's experience, as well as assist each student in their various classes. Attached are the four historical thinking skills chart that is given to each student and is necessary for success in social studies and other disciplines.

Staff Development Requests

History Content PD-new teachers



SHEG administration-new teachers

\*Many have yet to be researched

Tutorials- World History Grade 10 College Prep, US History Grade 11 College Prep, and Grade 12 College Prep Economics and Civics

- Mondays and Wednesday in room 606 (3:05-4:00pm)

Establish review sessions for Advanced Placement Courses

- Economics AP
- Government AP

Tutorial Support for History Document Analysis and Writing (Monday tutorial)

- UNIT support
- Document analysis
- Re-teach Historical Thinking Skills

#### ELD DEPARTMENT GOALS

1. Increase reclassification rate by 5%.
2. Increase the number of the students who progressed at least one ELPI level on ELPAC BY 4.6%.

Administration holds monthly academic leadership team meetings. The team includes all site administration, head counselor, ASB Director, LSAC , intervention counselor, and department chairs. The academic leadership team meets regularly to assess, evaluate, improve curriculum and address student needs/progress. The meetings are also held to convey pertinent information and recommendations. 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)

All departments meet in grade-level content cohorts to align curriculum, instruction, and materials to current content and performance standards. On a yearly basis, modifications are made as needed to scope and sequence/pacing guides, essential standards, and learning targets. 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 GLOBAL Student Learning Outcomes. Common Core standards and the GLOBAL 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 GLOBAL 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. These tests are given during the first three quarters of each academic school year. The FACS are designed by each department to ensure that the standards are mastered in each class. Most test results are recorded on-line for data analysis and accountability. Often, there are more than one assessment given per quarter (i.e. Reading, Writing and Speaking) within the subject area. Tests range from multiple choice, to essay writing, and oral presentations.

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)

All RFKHS students have access to appropriate textbooks and instructional materials in accordance with the Williams Act. Prior to the start of the 2022-2023 school year, RFKHS 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.

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

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 GLOBAL Student Learning Outcomes. Common Core standards and the GLOBAL Student Learning Outcomes serve as a foundation for our curriculum. 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). Each department has course syllabi that reflects the standards to be implemented in alignment with its scope and sequence. Standards and GLOBAL 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. 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 GLOBAL Student Learning Outcomes. Students in an alternative setting have access to standards and daily objectives on the course landing page in Canvas Learning Management System.

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
- Schoolwide Learning Outcomes - GLOBAL
- Board-approved, SBE adopted textbooks

All students at RFKHS have access to the academic core. Students in the regular curriculum are enrolled in classes aligned to state standards. English Learner students are enrolled in appropriate level ELD courses and are mainstreamed when reasonable fluency in English has been achieved. RFKHS has several ELD, tutorial, and/or special education programs in place to support all of our students. Textbooks and supplementary materials are aligned to the CCSS or the California State Standards and available for all students to use.

## **Opportunity and Equal Educational Access**

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

Robert F. Kennedy High School is committed to preparing all students for college and career readiness with a rigorous, high quality, and standards-based academic program aligned to the needs of all learners in a safe and nurturing environment. All students at RFKHS have access to the academic core and all regular programs. The following services/programs are provided to enable identified students to meet academic standards:

English learners have access to language acquisition programs designed to ensure English acquisition occurs as rapidly and effectively as possible providing instruction to ELs based on the state-adopted content standards, including ELD standards. The program is designed for EL students to achieve grade-level proficiency in English; achieve the state-adopted academic standards; have access to core academic content and a broad course of study including UC a-g and Career Technical Education (CTE) completion; and be enrolled in an appropriate designated and Integrated ELD.

The DJUHSD provides high-quality, evidence-based professional development opportunities for teachers, administrators, and paraprofessionals to improve instruction for English Learners. Professional development activities focus on improving English Learner outcomes in ELD and the academic content. Training in research-based instructional strategies that support at-risk students is provided at Robert F. Kennedy High School. Our teachers have been trained in Literacy Strategies, Explicit Direct Instruction, UDL, Differentiated Instruction, Depth of Knowledge, Close Reading, and other instructional strategies. Many of our teachers have been trained in Specially Designed Academic Instruction (SDAIE) methodologies that combine the best practices of content area teaching and language acquisition. SDAIE is intended to meet the needs of students with limited academic English skills, many of whom struggle to process verbal clues (spoken and written) without extra support. SDAIE places special emphasis on various teaching strategies that provide contextual support for complex content area concepts and language. These teaching strategies are designed to provide students with:

- 1) Scaffolded ways for understanding the target content
- 2) Comprehensible academic language that students acquire through various modeling and practice activities
- 3) Ongoing feedback on how well they are learning the target content and language

ELs also receive support based on their academic needs. ELD teachers use the Edge curriculum using a standards-aligned scope and sequence and text. ELA and ELD teachers have been trained in Listenwise, which develops students' vocabulary and listening skills.

Robert F. Kennedy High School's 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. During the last two years, our Special Alliance students run a coffee and tea shop gaining job skills to prepare them for life after high school. Most 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. In addition to co-teaching, RFKHS is also integrating a specialized math support course starting in the 2023-24 school year to improve math passing rate of RSP students. Courses offered by the RSP teachers are aligned to ELD, Mathematics, and Language Arts standards. Students are

supported to achieve differential standards. Depending on the needs specified in the Individual Education Plans of our Special Education students, coursework may be differentiated to achieve the standards. (differential standards)

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.

All students have access to the academic core and all regular programs offered RFKHS. Some courses must follow a specific sequence to build upon foundational content.

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. 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 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.

TUTORIAL is available after school and Saturdays for students who need academic support. All core and special education departments, offer after school tutorials for students who have not mastered core academic standards. Tutorial instruction is student centered. AP/Honors students also have the opportunity to attend tutorial on an as needed basis to improve AP passing rates. All students are provided with the tutorial schedule and are welcome to attend. Parents may also recommend their child to receive after school tutorial services. Core subject teachers are also encouraged to identify and recommend students in need of learning acceleration. ELD-specific tutorial is also offered to increase reading, writing, speaking, and listening skills of EL students.

#### CAREER PATHWAYS:

RFKHS currently offers Performing Arts, Engineering Technology, Software and Systems Development, Business Management, Patient Care, Ag Mechanics, Architectural Design,

Residential and Commercial Construction, Medical Terminology, and Clinical Medical Assisting.

CREDIT RECOVERY Monday through Friday and also on Saturdays for students who need to recover credits in order to graduate. Senior students who are in need of recovering 3 or more courses may take one period of credit recovery during the school day in addition to 7th period. Students have the opportunity to recover high school and college prep credits in Edgenuity. 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 regularly monitored by teachers and counseling staff while working individually on computers using Edgenuity software.

MOCK TRIAL is a great opportunity for students looking to learn more about the legal system and gain some great debate and public speaking experience. It involves two teams "acting out" a civil or criminal defense side of a real case. The "mock" trial is observed by real judges who decide on the side of the most compelling argument. RFKHS Mock Trial students have access to a classroom designed to look like an actual court room.

TRANSPORTATION is available for students who ride the bus may attend after school tutorials. Saturday transportation is also provided to migrant students who attend the Migrant Education programs.

CO-CURRICULAR PROGRAMS programs are designed and balanced with academic curriculum so that every student gets to learn beyond subjects. Organized school sports are also influential in motivating many students to maintain good academic performance and attendance. All students are encouraged to participate in extra curricular programs. Various clubs and sports are offered at Robert F. Kennedy High School. Zero period and late buses are scheduled so student may attend before and after school programs. RFKHS recognizes that co-curricular programs are an essential part of school life and help enhance student learning.

BEHAVIORAL INTERVENTION is provided to students who are experiencing difficulty in meeting academic and behavioral expectations causing them to be at risk of not graduating are 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. Students are also referred to MASH (Mandatory Afterschool Study Hall) to focus on and receive academic support.

SOCIAL EMOTIONAL LEARNING is developed by our intervention counselor. The Intervention Counselor provides all students with brief lessons on SEL and Prevention twice a month. Lesson topics include the 5 components of SEL (Self Awareness, Self-Management, Social Awareness, Relationship Skills, Decision Making) or prevention on Substance Abuse and Bullying. The Intervention Counselor along with the School Psychologist and the district's Mental Health Team provides workshops for parents that include topics on Mental Health such as Suicide Awareness, and Anxiety. Students have access to our Thunderbird Wellness Center as a safe, calm space for emotional management. Small group sessions with students are also held in the wellness center. Some examples of small group topics are Grief, Coping/Anxiety Skills, Motivation, Social Skills, and Substance Abuse. The Academic and Intervention counselors will be hosting Wellness Wednesday's twice a month during student lunches. Wellness Wednesday's will consist of students participating in activities such as Art Therapy with sidewalk chalk, Self-Care Bingo, Mindful Walks, DIY Stress Balls, Yoga, and Meditation. The Intervention Counselor also serves as the advisor for National Alliance on Mental Illness club on campus. This started a chain reaction of promoting



positivity and SEL at RFKHS. The NAMI club advisor (Intervention Counselor) works closely with students to raise mental health awareness and reduce stigma on campus through peer-led activities and education. This resulted in the #weRISE initiative to support the academic achievement of all students in the classroom, on campus, and within the community for every student to meet our Student Learner Outcomes as GLOBAL citizens:

Responsibility  
Integrity  
Service  
Excellence

Robert F. Kenned High school continuously evaluates the effectiveness of its support services. Student grade/progress reporting takes place four times per semester using the Aeries Program. Teachers regularly updated their gradebooks in Aeries for both parents and students to access and monitor student progress. The frequency of these reports is to monitor the progress students have in achieving the learning goals of the courses they are taking. Students are selected by teachers for Student of the Month based on our GLOBAL (Genuine, Legitimate, Optimistic, Broadminded, Adaptable, and Loyal) Student Learning Outcomes. Students are invited to an ice cream social where they are presented with a t-shirt and certificate. Beginning the 2023-24 school year, student of the month students will also be celebrated quarterly with a school breakfast and parents in attendance.

Our support staff do a great deal to assist in supporting students to achieve academic standards.

- Registered Nurse to ensure that student health concerns do not interfere with academic performance. The District proposed a temporary health clerk for each school site to support student safety and health needs.
- Security personnel: One Campus Discipline and Safety Liaison, a School Resource Officer, and four 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.
- Social Worker: The school social worker assesses home, school, personal, and community factors that impact a student's learning. The social worker identifies students to provide them with resources pertaining to their academic, welfare, and attendance challenges or concerns, including intervention strategies for students and their families.
- Intervention Counselor provides 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, Social Emotional Learning, and the Bullying Prevention Symposium.





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, graduating college and career ready.

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 during scheduled collaboration time 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, such as the Director of Student Services, Director of Curriculum and Assessments, Director of Special Education, Director of Migrant Education, Site Principals, Director of Adult School, and Assistant Superintendent of Educational Services. 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.

Robert F. Kennedy High School is committed to research-based educational practices that include pedagogy found in the following:

- Explicit Direct Instruction
- SDAIE
- DOK
- Differentiated Instruction

- ELD Instruction
- Co-Teaching/Push-in Model
- Universal Design Instruction
- Data Analysis
- Effective Use of Technology in the classroom

## **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. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote success, helping them feel more confident at school to help ensure student achievement. RFKHS puts considerable effort toward informing parents of the events and educational practices regarding their student. Parents are informed via the District and RFKHS websites of the school's data, goals and achievements.

Our School Site Council is comprised of parents and community representatives, classroom teachers, other school staff, and students. Input from all stakeholders is gathered, including the English Learner Advisory Committee, District 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. Parent volunteers elect to serve on the School Site Council and ELAC/DELAC to review and evaluate school programs and services. Parents, students, and staff regularly attend, participate and assist in school functions ranging from field trips, extracurricular events, athletic events, and other programs. Parents and students have also been instrumental the creation of school plans, such as the Safe School plan, LCAP, and School Plan for Student Achievement.

Parent involvement was identified as an action item for improvement during the WASC visit in 2018. The mid-year review held in spring 2021, reiterates that the school administration has taken necessary steps to increase parent engagement during the past three years. The district has implemented an automatic phone call system called Parent Square that calls/texts/emails 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. Some information is also mailed home. Parents also receive daily phone calls through automated call and texting if their child has missed one or more periods. The principal developed the Home & School Connection newsletter that is shared quarterly and as needed with parents, students, and community to share school information and updates. The newsletter is sent to parents via a Parent Square post or a text link. Counselors email information to students via Office 365 in Teams. Parents have access to scheduled activities via the Parent Square calendar. The principal also sends news and alerts as reminders or notification of upcoming events or parent engagement opportunities. All information shared with parents is provided in English and Spanish.

Our Student Activities Director regularly communicates with the Delano Chamber of Commerce to obtain information about community events. The District's Director of Student Services also attends Community Alliance meetings made up of community members and district administrators. Information from these meetings is disseminated to Principals. RFKHS students and staff are encouraged/invited to participate in events such as the Cinco de Mayo parade, Harvest Holidays, Trunk or Treat, community street fairs, city clean up day, block parties hosted by the Delano Police Department, farmers' market, Cesar E. Chavez Day of Service at Keene, CA, and more. A site assistant principal manages the school's social media accounts (Twitter, Facebook, Instagram, Snap Chat, and monitors ASB's Instagram and TikTok accounts). Our social media pages are rich with content. Our school website has been upgraded and is regularly updated with current information and news. An LED marquee, facing the intersection, announces upcoming events with times, dates, and locations as well as informing the community of recent successes.

Robert F. High School provides parents and the community with many opportunities to be a part of our professional learning community. 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, Aeries Portal steps to set-up their accounts, ELAC and SSC parent interest/nomination form. The Parent Square app 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 schedule online, including the ability to monitor attendance, course assignments, and grades. 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 our traditional Back-to-School Night, 9th Grade Orientation, Coffee with the Counselors, Parent Workshop Series and our scholarship recognition nights and award ceremonies, we make a concerted effort to announce, discuss, and explain our educational programs. 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. The Principal provides all stakeholders with a program overview of Title I; communicates the importance of various methods of parent involvement; reviews school/parent/student compact and parent involvement policy; and the student benefits from parent involvement. 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. Parents received an invitation posted on Parent Square, followed by several all-calls/texts/emails to remind them of the event.

9th Grade Orientation to support student as they transition from an elementary school setting to a high school campus is held annually in the spring of their 8th grade year. Incoming freshmen and their parents are invited each year just before the start of the fall semester to visit the campus. During orientation, parents and students are presented with school policies and procedures in attendance, discipline, and academics. Students and parents meet their counselor who are assigned the same cohort all four years. The counselor communicates a-g requirements, graduation requirements, course request options, Early College Plan, and school resources. Our Student Activities Director and Assistant Principal of Student Services 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 and allow for students to express interest in joining a program.

RFKHS holds various events/meetings to build parent capacity via a variety of programs and supports, including parent workshops during Coffee with the Counselor events. Coffee with the Counselor was initially started to hold quarterly conferences with parents to provide parents the opportunity to ask questions or share concerns regarding their child's academic progress, career interests, and a variety of other related topics. Counselors also share academic standing, college entrance requirements, elective selection, a four-year plan, and other topics needing clarification and explanation for continued educational success. To increase parent involvement and support student

learning needs, our counselors have developed a year-long workshop series to provide parents with the knowledge and resources to support student learning.

During the WASC Self Study process in the 2022-23 school year, provided recommendations of workshop topics. The list below combines topics recommended by parents and site staff:

- Aeries Portal Account Set-Up
- Early College Plan
- FAFSA and Scholarship Workshops
- College and Career Readiness
- School Academic Interventions
- The California Dashboard - Local and State Assessments
- Drug/Tobacco/Alcohol prevention
- Mental Health Topics: Suicide Prevention, Antibullying, Dealing with Anxiety or Depression
- Social-Emotional Learning Strategies at Home
- Internet Safety
- Independent Living Preparedness for Young Adults

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. During in-person instruction, the district provides buses for those who wish to attend but need transportation. Counselors will invite post secondary representative to present to juniors and seniors on the school campus, as well as schedule visits to junior colleges, UCs, universities, and trade schools.

Parents are provided with the Principal's work cellular phone number and email to contact her directly should they need immediate assistance. The school administration, Intervention Counselor, School Psychologist, Guidance Counselors formed the Reengaging Intentional Student Engagement (RISE) group. The program is student-centered; however, the services cause a ripple effect, uplifting not only student morale, but also inspires parents, school staff and the community.

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. 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.

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. Our District holds monthly public meetings where the community is invited to

attend and provide input.

Parents are given the opportunity to attend Gang Awareness workshops presented by the Delano Police Department. Parents learn about the risk and protective factors to help keep their child from being a part of the "gang life." The Delano of Police Department also hosts community block parties that include various non-profit, information booths. The community gathers to enjoy bounce houses, carnival like games, face painting, and also obtain community resources related to mental health, drug prevention, community outreach, women's health, and so much more.

RFKHS also collaborates with our feeder schools (Pioneer and Almond Tree middle schools) as well as elementary schools located on the west side of the city during SBAC assemblies to promote student learning and achievement. Our music program hosts our feeder programs at football events performing pep rally songs in the stands together. Our athletic programs also host youth nights, inviting elementary and junior high students to attend our sporting events for free. Entry tickets are also shared with feeder schools to use as incentives for learning acceleration.



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)

Parents, students, community members, teachers, support staff and site and district administration are all involved in the evaluation and approval of the ConApp programs: Title I, Title II, Title III, and Title IV, and EL services through school events and advisory committees. The planning and process of developing the DJUHSD LCAP serve as a model for how Robert F. Kennedy High School develops the School Plan for Student Achievement (SPSA). The DJUHSD conducts stakeholder meetings throughout the year with parent advisories, school and district administrators, teachers, students, and other staff members. The District also consults with the DJUHSD Teachers' Association and California School Employees Association in the review and Analysis of the LCAP. In these meetings, stakeholders engage in data analysis, provide input on surveys and review results, discuss budget overviews, prioritize actions and services based on needs assessments, and provide important feedback and jointly develop the overall plan for increasing student achievement. An LCAP public forum is also held for review of the proposed actions and for comment from the public. The stakeholder meetings serve as a basis to refine, modify or create new actions.

Advisory Committees: School Site Council, Safe Schools Committee, ELAC, DELAC, Title I, District Technology Committee, and WASC Focus Groups

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.

At Robert F. Kennedy High School, our School Site Council is comprised of parents and community representatives, classroom teachers, other school staff, and students. Input from all stakeholders is gathered, including the English Learner Advisory Committee, District 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. Parent volunteers elect to serve on the School Site Council and ELAC/DELAC to review and evaluate school programs and services. Parents, students, and staff regularly attend, participate and assist in school functions ranging from field trips, extracurricular events, athletic events, and other programs. Parents and students have also been instrumental in the creation of school plans, such as the Safe School plan, LCAP, School Plan for Student Achievement, and the WASC self study and mid-year reports. Teachers and classified staff are elected to serve on SSC to provide input concerning programs and services that support all student learning. They assist in the decision-making process concerning current or new action items of the SPSA. Teachers have collaboration time built into their schedules to identify the learning needs of all students, including subgroups. Each academic department discuss the areas of need to make recommendations and ensure full implementation of the consolidated application programs.



## Funding

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

All categorical funding allocations are included in the SPSA. Categorical funds are used to support our English Learners and socioeconomically disadvantaged students. This includes students who are identified as Foster Youth, Homeless, and Students With Disabilities.

Professional Development - RFKHS is a Professional Learning Community. Our teachers and administration were trained through Solution Tree and/or DataWorks to effectively implement PLC, DOK, EDI, SEL, and UDL to maintain current expectation associated with teaching rigorous, standards-based content. English teachers participate in the Expository Reading and Writing institute (ERWC) in conjunction with the CSU system that focuses on reading and analyzing informational and argumentative texts. AP teachers attend AP by the Sea every two years. Teachers have the opportunity to attend professional development specific to their departments or needs, such as: refresher workshops in Teams and Canvas; NCTM best practices; KCTE Writing Workshops; specialized training for special education teachers; social-emotional learning professional development activities; NGSS - strategies to use Science; Best Practices and Vocabulary Development; Kern Cue - Incorporate Technology; Newsela, and more.

Cohort Meetings - Meetings are held bi-weekly to discuss and analyze data, refine or modify curriculum, identify best practices and instructional strategies, and review differentiated instruction.

Tutorials - RFKHS offers after school tutorials in English, Math, Science, ELD, special education, social science, and world languages. Saturday tutorial academies are also provided Core subjects and special ed. Students are provided with added instruction in standards-based content for learning acceleration. Tutorial sessions include one-on-one instruction, test-taking, and conducive environment to complete homework assignments.

Parent Involvement - Counselors (in collaboration with the Intervention Counselor, School Psychologist, District Family Therapist, and School Nurse) will hold a series of workshops during Coffee with the Counselors to provide key information and training for parents on topics such as graduation and college admission requirements, financial aid, drug prevention, suicide awareness, mental health, social-emotional learning and more.

Academic Coaches in English Language Arts, Mathematics, and Science to provide support to department teachers and help close the achievement gap.

Curriculum Alignment - Teacher collaboration time to discuss and analyze data, refine or modify curriculum, identify best practices and instructional strategies, and review differentiated instruction.

English and Math Support classes serve as intervention for 9th-11th grades students who have not met standards.

Director of Curriculum, Instruction, and Assessments - to assist with comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status.

Instructional/Learning Software - Edgenuity, Canvas LMS, IXL, Illuminate, Pear Deck

Enrichment activities for students such as educational field trips and college visitations

Learning Director to assist with comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status.

LSAC (English Learner Coordinator) to effectively monitor the progress of English learners and implement needed interventions.

Technology – Provide technology capacity and infrastructure to improve student access to the technology and online resources.

Instructional Assistants – to provide English learners individualized academic support in attaining English proficiency.

Supplemental 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

Professional Development for Intervention Counselor: 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.

#### Fiscal support (EPC)

The following is the Title I Site Budget for 2023-2024 school year:

Title I = \$682,736.00

## Educational Partner 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. Stakeholder meetings are held with school staff, students, parents and a community forum. In addition, in planning for the School Plan for Student Achievement (SPSA), meetings are held with School Site Council, school staff, students, ELAC, Title I, and district administration. Robert F. Kennedy High School uses data in its departments to drive the curriculum. Students are assessed 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 SPSA. 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. Data analysis, outcome analysis, and performance analysis were conducted to review what is working, what is not working, and if any modifications are needed. WASC meetings held during the Self Study process in preparation for a full WASC review in October 2023 have been included below. The data that is normally analyzed includes SBAC, ELPAC

and AP assessments and then broken down by subgroups, grade levels, and subjects. The data was analyzed for achievement gaps and academic performance among subgroups as well as local and state averages.

Various meetings were held during the 2022-23 school year that include all stakeholders to conduct a schoolwide program evaluation in preparation for a WASC six-year review scheduled to take place in October 2023. LCAP data analysis, outcome analysis and performance analysis were conducted during a March 9, 2023, leadership team meeting with the Assistant Superintendent of Educational Services. Administration agreed to maintain and refine current actions. Administration also communicated the need to maintain an additional Mathematics teachers for class size reduction to close the achievement gap in Math SBAC performance among ELs and SWDs. RFK will maintain an additional music teacher to provide access to a broad course of study; extended teacher duty so that teachers are available after school to help students and to hold parent conferences; and to maintain an intervention counselor to reduce bullying, suspensions and expulsions.

#### 2022-2023 SPSA Program Evaluation with Educational Partners

November 8, 2022 - WASC Self Study All Staff and Focus Group Meetings - Program Evaluation  
January 26, 2023 - RKFHS Site Administration LCAP Educational Partners Engagement  
January 31, 2023 - WASC Parent Meeting - Program Evaluation  
March 9, 2023 - RKFHS Leadership Team LCAP Educational Partners Engagement  
March 14, 2023 - RKFHS All Staff LCAP Educational Partners Engagement  
February 12, 2023 - ELAC - Needs Assessment  
March 17, 2023 - All RKFHS Parent LCAP Educational Partners Engagement  
March 30, 2023 - RKFHS Student Educational Partners Engagement  
April 17, 2023 - WASC Self Study All Staff and Focus Group Meetings - Program Evaluation  
April 28, 2023 - School Site Council Meeting - Program Evaluation  
May 9, 2023 - ELAC Meeting - SPSA Needs Assessment  
May 16, 2023 - School Site Council - for final approval of the 2023-2024 SPSA

Site Administration, instructional staff, counselors will continue to provide updates at cohort meetings, department chair 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, ELAC, WASC, cohort, and leadership meetings.

#### ROBERT F. KENNEDY HIGH SCHOOL WASC SELF-STUDY REPORT: UPCOMING FULL VISIT ON OCTOBER 9-11, 2023

Each WASC Critical Area has been correlated to and embedded within the SPSA goals. SPSA goals are aligned to our District LCAP Goals. All critical areas for follow-up findings from the previous mid-term and self-study visits have been incorporated in our SPSA each year since those visits. The school-wide strengths and critical areas for follow-up have been developed as a school community involving students, parents, teachers, support staff, and site administration.

#### PRIORITIZED STRENGTHS

##### ORGANIZATION:

- RKFHS has a strong alignment between LCAP/SPSA.
- Dual Enrollment Courses are available to all students.
- New teachers are well-supported and provided with mentor teacher support.

#### CURRICULUM:

- RFKHS offers a variety of college and career courses students may take.
- The Professional Development plan is a living document that is revisited and refined regularly.
- The school has many real-world experiences embedded in our curriculum.

#### LEARNING AND TEACHING:

- RFKHS has many learning opportunities to prepare students for college and career: Dual Enrollment, Career Preparation in Medical, Construction, Welding, etc.
- RFKHS has a suite of relevant technological learning tools and resources is diverse and plentiful.
- Elective courses provide students with many opportunities to extend their learning beyond the classroom.

#### ASSESSMENT AND ACCOUNTABILITY

- The school's regularly scheduled PLC time supports collaboration and development of common assessments and analysis of assessments results.
- Tutorials are helpful to students who take advantage of them.
- RFKHS has strong partnerships with feeder schools in gathering placement data for incoming students.

#### SCHOOL CULTURE AND SUPPORT:

- RFKHS utilizes many methods of communication to reach and connect with parents, community outreach, and student updates.
- RFKHS has a high degree of student involvement of extra-curricular and co-curricular activities.
- RFKHS has a robust program of multi-tiered socio-emotional supports.

#### PRIORITIZED AREAS OF GROWTH

##### ORGANIZATION:

- Refine focus of professional development opportunities to improve relevancy and applicability for teachers and staff.
- Establish a clear procedure to revisit our SLO/GLOBAL annually for revisions/integration.
- Continue to work on English and Math achievement rates for EL and students with disabilities to close achievement gaps.

##### CURRICULUM:

- Improve communication with stakeholders on student 4-year plans.
- Encourage student enrollment in elective courses (skills that prepare them for adulthood) and improve variety of courses as is possible.
- Refine focus of professional development opportunities to improve relevancy and applicability for teachers and staff.
- Address subgroups academic progress in Math and English in order to close achievement gaps.

##### LEARNING AND TEACHING:

- Continue to work on English and Math achievement rates for EL and students with disabilities to close achievement gaps.

- Support and encourage use of technology and digital learning tools to facilitate more consistent use and implementation across campus and departments.
- Improve schoolwide communication (every teacher, every department) to students about assignment and grading expectations and deadlines.

#### ASSESSMENT AND ACCOUNTABILITY

- Encourage greater consistency across all departments in regularly conducting data analysis.
- Continue to work on English and Math achievement rates for EL and students with disabilities to close achievement gaps.
- Encourage teachers to take more opportunities to observe other teachers' instruction or model instruction for other teachers.

#### SCHOOL CULTURE AND SUPPORT:

- Improve consistency, clarify, and communication of disciplinary procedures (e.g. restroom use, lateness/tardies, absences, cellphone use, etc.).
- Continue to support student social-emotional health by identifying students who need socio-emotional support and connecting them with appropriate and timely supports.
- Facilitate equal opportunities for student recognition throughout the entire school year representative of a variety of student accomplishments.

#### IDENTIFIED MAJOR STUDENT LEARNER NEEDS AND PRIORITY AREAS OF GROWTH

- Continue to work on English and Math achievement rates for EL and students with disabilities to close achievement gaps.
- Strengthen/develop a comprehensive/dynamic system of supports (process) to further support students social-emotional health and academic progress.
- Improve knowledge and awareness of school programs for all stakeholders and thereby increase student, parent, and guardian agency and involvement in making course of study decisions

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.

## Resource Inequities

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

Student equity is a focus at Robert F. Kennedy High School. The school's administration consistently work to utilize targeted and supplemental resources to close the achievement gap in English and Mathematics among English Learners and students with disabilities. All tutorials, instructional support staff, social-emotional learning, parent engagement activities, and reduction of classes size aim at closing the achievement gap for the specific subgroups.

Our district and school administration ensures resources are distributed equitably among all schools and pupil subgroups in the district and school sites. Additional resources are provided as well to support student academic achievement and address the low academic performance in English and mathematics. Some of the supplemental resources/programs to help close the achievement gap include Listenwise, Pear Deck, Newsela, and IXL.

There are no 9-12 private schools in Delano or neighboring communities; therefore, there are no identified resource inequities between Delano High and private schools in the area.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	.3%	0.15%	2	4	2
African American	0.6%	.8%	0.88%	8	10	12
Asian	0.7%	.5%	0.51%	10	7	7
Filipino	6.0%	6.3%	5.71%	81	82	78
Hispanic/Latino	90.6%	90.7%	91.15%	1,218	1,175	1246
Pacific Islander	0.2%	.2%	0.22%	3	3	3
White	1.4%	1%	1.24%	19	13	17
Multiple/No Response	0.3%	.2%	0.15%	4	2	2
Total Enrollment				1,345	1,296	1367

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	354	324	375
Grade 10	344	337	323
Grade 11	309	324	331
Grade 12	338	311	338
Total Enrollment	1,345	1,296	1,367

### Conclusions based on this data:

1. Robert F. Kennedy's enrollment slightly dropped by 5% or 49 students in 2021-2022; however, in 2022-2023 the enrollment has increased by 5.7% or 78 during the current school year.
2. Enrollment by student group has remained consistent over the years with approximately 90% Hispanic/Latino.
3. As of April 27, 2023, there are 1300 students enrolled at RFKHS. In addition, a total of 42 students are enrolled in RFKHS's alternative program for a total enrollment of 1,342 students.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	377	429	325	28.00%	33.1%	23.8%
Fluent English Proficient (FEP)	670	576	679	49.80%	44.4%	49.7%
Reclassified Fluent English Proficient (RFEP)	53	29	52	14.1%	9.10%	16%

### Conclusions based on this data:

1. While there is a steady increase in the total enrollment of the school, there is a 24.24% decrease in the number of English learners from the 2021-22 to the 2022-23 school year.
2. The number of reclassified students decreased by 5% from 2020-21 to 2021-22. This could be due to learning loss during the COVID-19 pandemic. Currently, 16% of students have been reclassified during the 2022-23 school year; a 3.1% increase.
3. The number of Fluent English Proficient Students from the 2020-21 to the 2021-22 school year decreased by 5.4% and increased by 5.34% so far in 2022-23.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	285	312		213	304		211	303		74.7	97.4	
All Grades	285	312		213	304		211	303		74.7	97.4	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2594.	2607.		19.91	28.05		36.49	34.65		26.54	21.12		17.06	16.17	
All Grades	N/A	N/A	N/A	19.91	28.05		36.49	34.65		26.54	21.12		17.06	16.17	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.33	27.06		63.51	52.81		15.17	20.13	
All Grades	21.33	27.06		63.51	52.81		15.17	20.13	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.90	33.33		58.10	53.47		20.00	13.20	
All Grades	21.90	33.33		58.10	53.47		20.00	13.20	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11.85	13.53		77.73	72.94		10.43	13.53	
All Grades	11.85	13.53		77.73	72.94		10.43	13.53	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.75	26.40		67.30	61.06		9.95	12.54	
All Grades	22.75	26.40		67.30	61.06		9.95	12.54	

**Conclusions based on this data:**

1. The participation rate has always been over 95%. In 2020-21, 56.4% of RFK students either met or exceeded the standards overall in English Language Arts. Nearly 10% lower in comparison with 2018-19 pre-pandemic data. In the overall achievement, there was a significant percent decrease in the number of students exceeding standards, from approximately 31% to 20%. In addition, there was a significant decrease from 2018-19 to 2020-21 in all areas of the ELA CAASSP. There was a decrease of 9.7% in Reading; 27.52% decrease in Writing; 10.54% in Listening; and 15.86% decrease in Research/Inquiry. In 2021-22, 62.7% met or exceed the standards. Nearly a 10% growth from the previous year.
2. The RFKHS staff will continue to analyze student performance data as well as refine instructional and support programs in order to continue to improve national, state, and local assessment results.
3. RFKHS will focus on all strands with added emphasis on the reading strand as the area of most need.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	285	312		197	300		197	300		69.1	96.2	
All Grades	285	312		197	300		197	300		69.1	96.2	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2535.	2549.		4.57	10.33		13.20	15.00		26.40	24.33		55.84	50.33	
All Grades	N/A	N/A	N/A	4.57	10.33		13.20	15.00		26.40	24.33		55.84	50.33	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.15	15.33		37.06	41.67		52.79	43.00	
All Grades	10.15	15.33		37.06	41.67		52.79	43.00	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.61	13.00		69.54	58.00		22.84	29.00	
All Grades	7.61	13.00		69.54	58.00		22.84	29.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.08	8.67		64.97	67.00		29.95	24.33	
All Grades	5.08	8.67		64.97	67.00		29.95	24.33	

### Conclusions based on this data:

- Students who either met or exceeded standards in Mathematics decreased nearly 19% in 2020-21. In 2021-22, students increased by nearly 8% with 25.33% of students meeting or exceeding the standards; approximately 8% lower than the county average.

2. In 2020-21, RFKHS students performed the strongest in the Problem Solving and Modeling & Data Analysis claim with just above 77% of our students At/Near or Above standards. In 2021-22, 75.67% of students were near or above standard in Communication Reasoning claim.
3. Concepts and Procedures remains our lowest performing claim according to 2021-22 data. 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 professional development for Mathematics teachers in research-based instructional strategies 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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>Grade 9</b>	1546.4	1544.6	1538.2	1534.3	1554.3	1554.3	132	105
<b>Grade 10</b>	1545.1	1564.4	1534.8	1554.0	1554.9	1574.2	89	120
<b>Grade 11</b>	1548.7	1565.9	1533.5	1553.8	1563.2	1577.6	64	76
<b>Grade 12</b>	1569.8	1550.8	1557.6	1541.3	1581.5	1559.9	53	69
<b>All Grades</b>	1552.5	1556.4	1542.02	1545.85	1563.7	1566.5	338	370

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>9</b>	11.36	14.29	34.85	40.00	38.64	26.67	15.15	19.05	132	105
<b>10</b>	9.09	20.00	45.45	47.50	30.68	22.50	14.77	10.00	88	120
<b>11</b>	10.94	21.05	32.81	34.21	39.06	31.58	17.19	13.16	64	76
<b>12</b>	21.57	13.04	31.37	26.09	29.41	40.58	19.65	20.29	51	69
<b>All Grades</b>	13.24	17.10	36.12	38.65	35.22	28.92	15.82	15.14	335	370

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>9</b>	19.70	22.86	45.45	45.71	25.00	11.43	9.85	20.00	132	105
<b>10</b>	25.00	24.17	44.32	57.50	19.32	10.00	11.36	8.33	88	120
<b>11</b>	28.13	23.68	35.94	51.32	21.88	15.79	14.06	9.21	64	76
<b>12</b>	25.49	21.74	49.02	40.58	13.73	23.19	11.76	14.49	51	69
<b>All Grades</b>	23.58	23.24	43.88	49.73	21.19	14.05	11.34	12.97	335	370

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

<b>9</b>	6.33	5.71	23.48	26.67	37.88	39.05	29.55	28.57	132	105
<b>10</b>	4.55	13.33	25.00	30.83	46.59	42.50	23.86	13.33	88	120
<b>11</b>	4.69	17.11	20.31	22.37	48.44	38.16	26.56	22.37	64	76
<b>12</b>	15.69	5.80	21.57	20.29	39.22	47.83	23.53	26.09	51	69
<b>All Grades</b>	8.06	10.54	22.99	25.95	42.39	41.62	26.57	21.89	335	370

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>		
	<b>20-21</b>	<b>21-22</b>	<b>20-21</b>	<b>21-22</b>	<b>20-21</b>	<b>21-22</b>	<b>20-21</b>	<b>21-22</b>	
<b>9</b>	15.15	5.71	67.42	74.29	17.42	20.00	132		105
<b>10</b>	10.23	5.83	70.45	87.50	19.32	6.67	88		120
<b>11</b>	3.13	11.84	70.31	69.74	26.56	18.42	64		76
<b>12</b>	13.73	4.35	64.71	72.46	21.57	23.19	51		69
<b>All Grades</b>	11.34	6.76	68.36	77.30	20.30	15.95	335		370

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>		
	<b>20-21</b>	<b>21-22</b>	<b>20-21</b>	<b>21-22</b>	<b>20-21</b>	<b>21-22</b>	<b>20-21</b>	<b>21-22</b>	
<b>9</b>	45.45	63.81	42.42	19.05	12.12	17.14	132		105
<b>10</b>	55.17	69.17	29.89	22.50	14.94	8.33	87		120
<b>11</b>	45.31	52.63	43.75	36.84	10.94	10.53	64		76
<b>12</b>	50.98	55.88	37.25	27.94	11.76	16.18	51		68
<b>All Grades</b>	48.80	61.79	38.62	25.47	12.57	12.74	334		369

<b>Reading Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>		
	<b>20-21</b>	<b>21-22</b>	<b>20-21</b>	<b>21-22</b>	<b>20-21</b>	<b>21-22</b>	<b>20-21</b>	<b>21-22</b>	
<b>9</b>	14.39	13.33	46.97	46.67	38.64	40.00	132		105
<b>10</b>	12.50	21.67	50.00	55.00	37.50	23.33	88		120
<b>11</b>	9.38	19.74	48.44	47.37	42.19	32.89	64		76
<b>12</b>	19.61	8.70	52.94	47.83	27.45	43.48	51		69
<b>All Grades</b>	13.73	16.49	48.96	49.73	37.31	33.78	335		370



Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>9</b>	1.88	2.86	78.79	79.05	18.18	18.10	132	105
<b>10</b>	2.37	4.17	84.09	85.00	13.64	10.83	88	120
<b>11</b>	12.54	17.11	73.44	68.42	10.94	14.47	64	76
<b>12</b>	12.42	13.04	66.67	72.46	13.73	14.49	51	69
<b>All Grades</b>	9.88	8.11	77.31	77.57	14.93	14.32	335	370

**Conclusions based on this data:**

1. The number of EL students continues to increase with 28% of students classified as EL in 2020-2021, and 29% (375 students) in the 2021-22 school year.
2. Students continue to perform the strongest in the Speaking Domain with 48% of all students scoring as well-developed in 2020-21 and 61.79% in 2021-22. Overall students scored the lowest in the Reading Domain with nearly 34% of students at beginning performance level. Most of our EL students are scoring in the Somewhat/Moderately Domain Performance Level in Listening and Writing Domains. To provide support, we offer 2-days of English and ELD class after school for targeted EL students. During the 2021-22 school year, all comprehensive sites and the continuation high school, began working collaboratively on a literacy plan to improve overall literacy skills. The plan includes ongoing professional development of teachers for implementation of best practices to improve teaching and learning.
3. EL students are enrolled in a designated ELD course to ensure all EL students have the support they need to improve in English language acquisition.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,296	94.5	33.1	0.5
Total Number of Students enrolled in Robert F. Kennedy High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	429	33.1
Foster Youth	6	0.5
Homeless	3	0.2
Socioeconomically Disadvantaged	1,225	94.5
Students with Disabilities	139	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	0.8
American Indian	4	0.3
Asian	7	0.5
Filipino	82	6.3
Hispanic	1,175	90.7
Two or More Races	2	0.2
Pacific Islander	3	0.2
White	13	1.0

**Conclusions based on this data:**

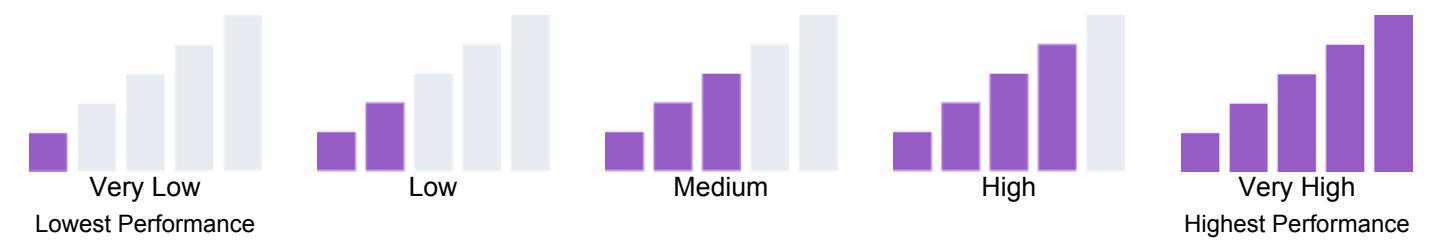
1. RFK's enrollment continues to increase over the past three years with over 90% being Hispanic. Our second largest student group is Filipino at 6%. Although our enrollment has increased to 1345 (11% are in an alternative educational setting) in 2021-22 the percentage distribution of race/ethnicity remains consistent. The majority of our students are socioeconomically disadvantaged. As of May 8, 2023, our enrollment is at 1296 students attending in-person instruction and 52 students on Long Term Independent Studies as an alternative education with similar distribution of demographics (total of 1348 student enrollment).
2. In the 2021-22 school year, 431 students were EL on census day (33.15%) and 326 students (23.7%) in 2022-23. The number of EL students was nearly 10% higher in 2021-22 due to decrease in reclassifications during the 2020-2021 distance learning year.
3. The students with disabilities group has been consistent the past three years, averaging 10% of student enrollment with a slight increase of 1.9% in 2020-2021 and nearly a 1% increase in 2021-22 and in 2022-2023 at 11% on census day.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Medium</div>	<div>Graduation Rate</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Low</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>Medium</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

**Conclusions based on this data:**

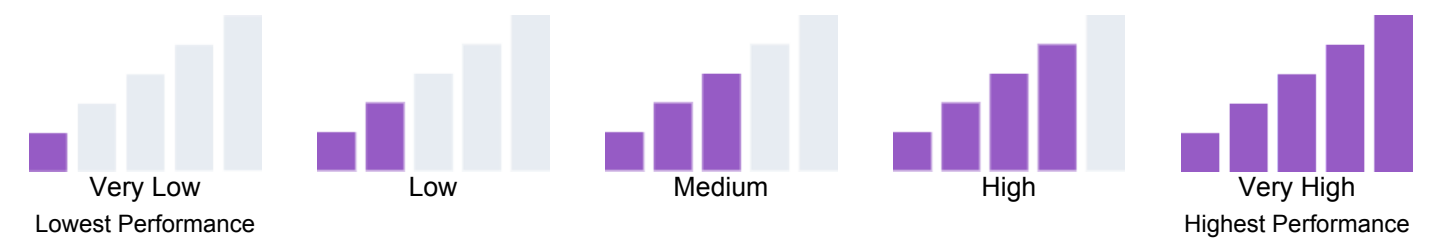
1. For the 2022 test year, the percentage of students meeting or exceeding standards in ELA is 62.7%; slightly above 3% in comparison with 2019 pre-pandemic.
2. The percentage of students meeting or exceeding standards increased by 4% for the 2019 test year and is at 36% placing students in the green range. In 2021-22, our students performance decreased just under 11% in comparison with 2019. There is a need to focus on improving mathematics achievement.
3. Graduation rates for Robert F. Kennedy High School remain the highest performance level; for the 2021-22, over 97% of students graduated within four years. There is a need to increase graduation rates of students with disabilities.

# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



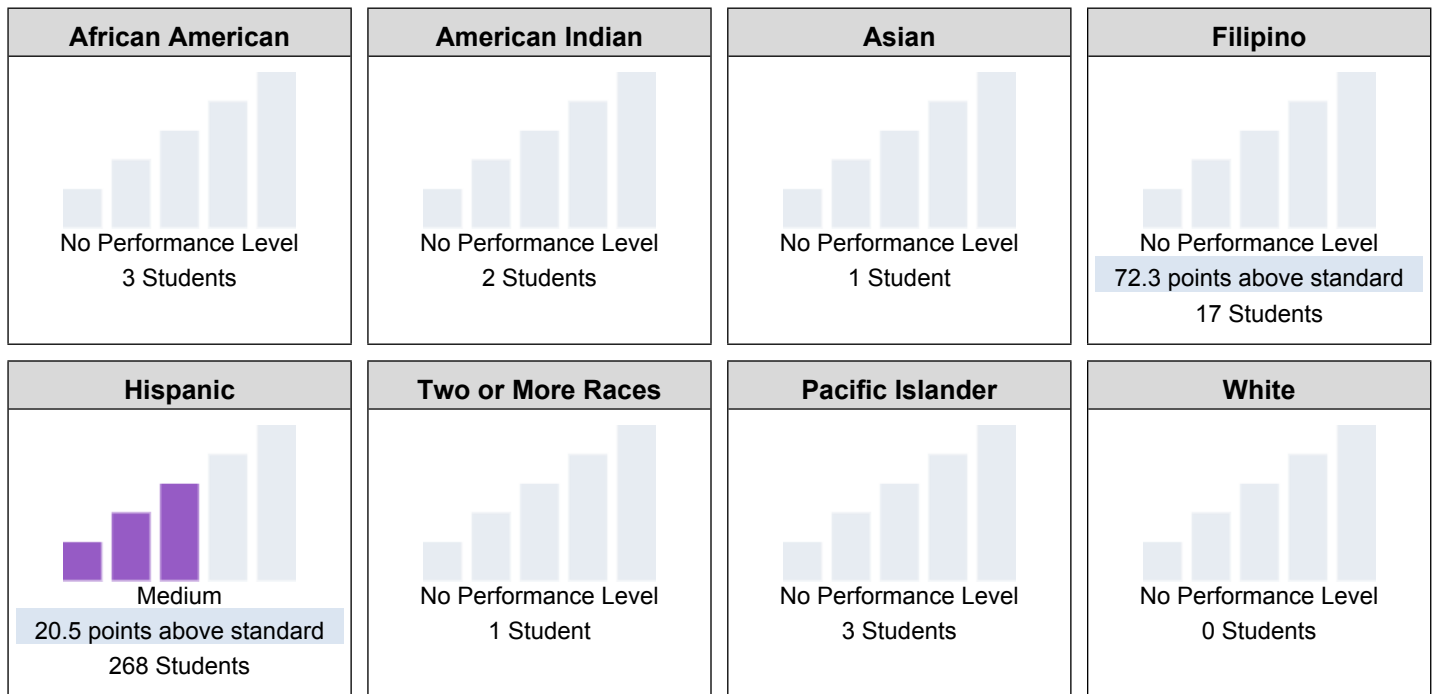
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	0	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div><p>Medium 25.2 points above standard 295 Students</p></div>	<div>English Learners</div> <div><p>Very Low 47.7 points below standard 119 Students</p></div>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged</div> <div><p>Medium 22.2 points above standard 283 Students</p></div>	<div>Students with Disabilities</div> <div><p>Very Low 87.8 points below standard 38 Students</p></div>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.3 points below standard 72 Students	14.4 points above standard 47 Students	47.2 points above standard 57 Students

#### Conclusions based on this data:

- For the 2019 test year, RFK students were at 39.7 points above three (above standard), an increase of 13.5 points from the previous year. During the 2019-20 school year, ELA teachers analyzed the scores, and proceeded with the use of Listenwise and the modified scope-and-sequence for continued increase. During the 2021-22 school year, IXL was implemented to identify standards for reteaching or further development. For the 2022 test year, RFK students were at 25.2 points above standard, a decrease of 14.2 points since pre-pandemic.
- Our largest decrease for the 2022 test year in ELA was the Students With Disabilities (SWD) subgroups where there was a 4.1 decrease from previous year, putting our SWDs at 87.8 points below standard. We recognize that the gap in achievement between SWDs and all students is an area of concern. To close the achievement gap, SpEd designed tutorials will continue to be provided after school and Saturdays run by SpEd teachers to increase student mastery. An English lab taught by a SpEd teacher will be added to the 2023-24 master schedule to support SWDs ELA achievement. Content specific professional development will be provided to increase ELA achievement.
- We will continue to focus on the performance of subgroups to decrease the gap in ELA scores as we continue implementation of interventions and professional development with an increased focus on students with disabilities. RFKHS will continue to provide English learner students a designated ELD course to support English language achievement.

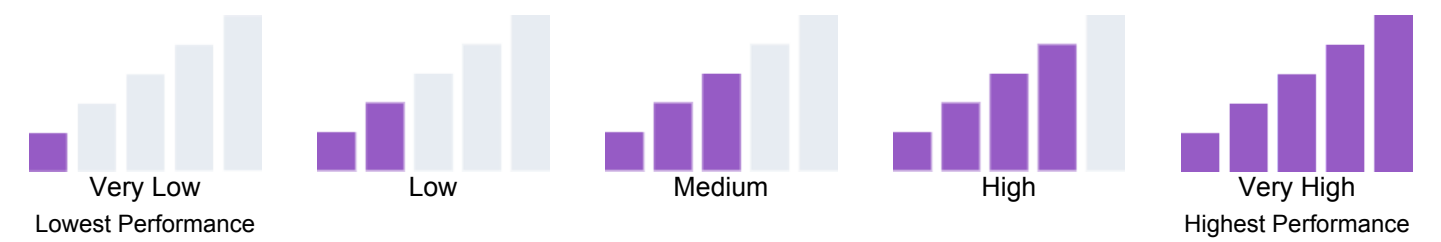


# School and Student Performance Data

## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



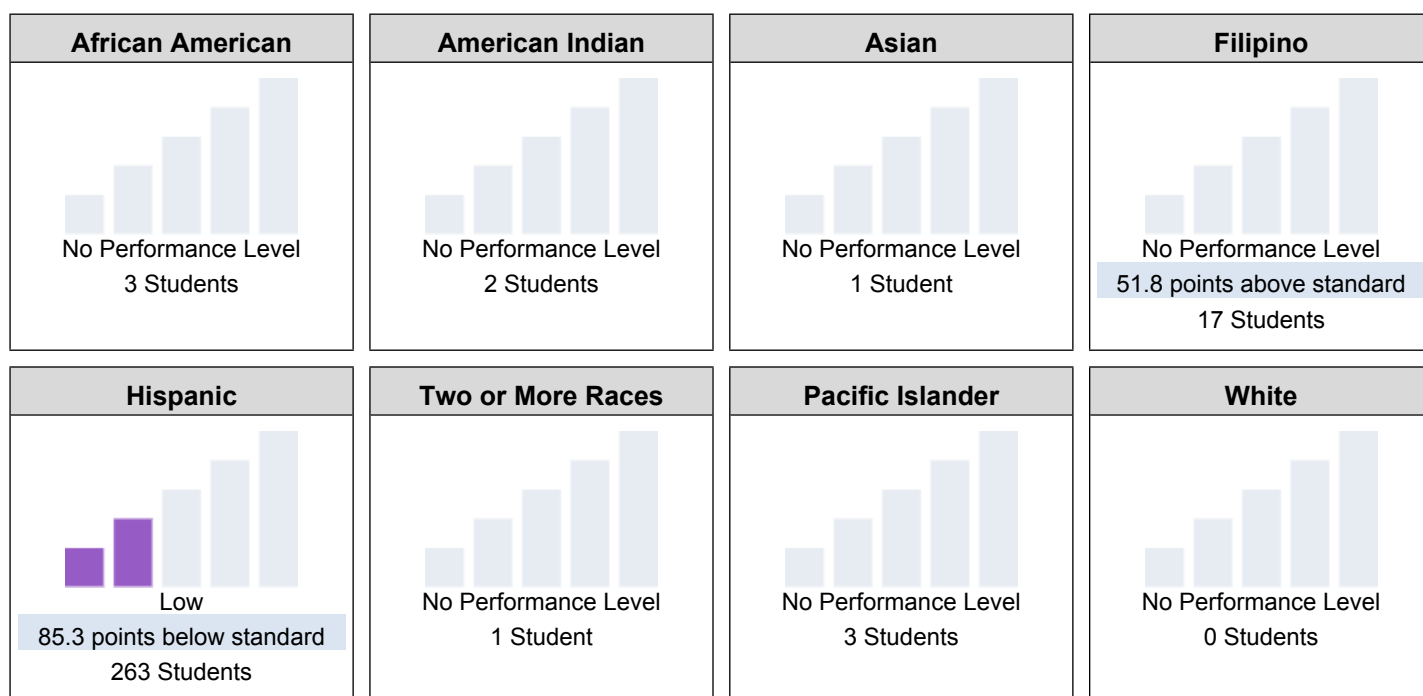
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
2	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div><p>Low</p><p>74.3 points below standard</p><p>290 Students</p></div>	<div>English Learners</div> <div><p>Very Low</p><p>148.1 points below standard</p><p>118 Students</p></div>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged</div> <div><p>Low</p><p>75.5 points below standard</p><p>279 Students</p></div>	<div>Students with Disabilities</div> <div><p>Very Low</p><p>174.0 points below standard</p><p>37 Students</p></div>

## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
177.4 points below standard 72 Students	102.3 points below standard 46 Students	46.5 points below standard 54 Students

### Conclusions based on this data:

- Based on the 2021-22 Math SBAC test results, there was significant improvement of 7.56% in comparison with the 2020-21 SBAC data. Only 1.35% of ELs and 0% of SWDs met or exceed standards in math in 2021-22. The math department has increased Math tutorials and designated a Math academic coach through the school year for continued improvement.
- The math department will continue collaborating with the math academic coach, site learning director, and the district's director of curriculum to adjust the scope-and-sequences and the placement flow chart, analyze data, and participate in professional development so that all students have the opportunity to do well on the SBAC test.
- SpEd designed tutorials will continue to be provided after school and Saturdays run by SpEd teachers to increase student mastery. A math lab taught by a SpEd teacher will be added to the 2023-24 master schedule to support SWDs math achievement.

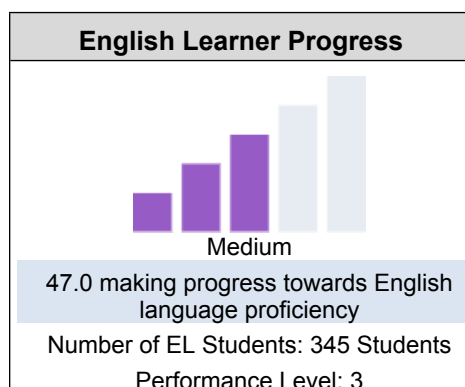
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.8%	34.2%	0.6%	46.4%

#### Conclusions based on this data:

1. The percentage of students that scored Moderately or Well developed was 47.0% compared to the state 50.3% in 2022. Teachers are provided professional development on EL instructional strategies (EDI/UDL) and developed an instructional monitoring tool that specifically targets instruction geared for EL students. For example: Building vocabulary in lessons, increasing student talk time vs teacher talk time, and requiring students to speak in complete sentences.
2. Our goal is to move students from 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 or for further academic support.
3. We have also increased communication and teacher awareness on the ELPAC test format, content, and students expectations during 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 making sure that our EL perform their best.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

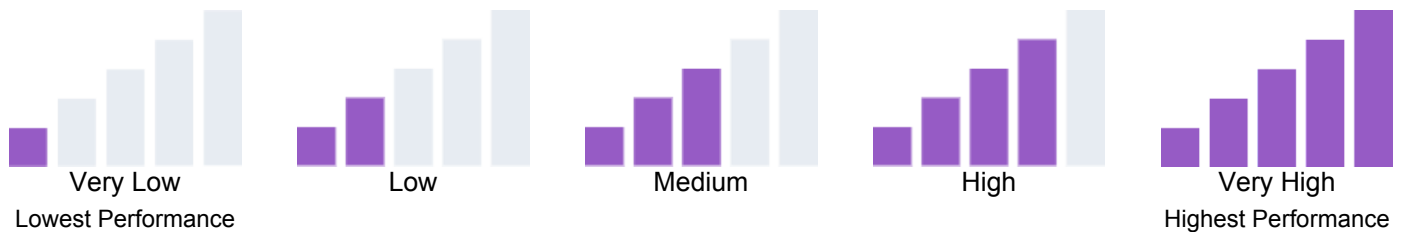
### Conclusions based on this data:

1. The percentage of students who are College and Career Prepared is 73.60% for the 2019-2020 academic school year. This number reached just over 70% in 2022.
2. Robert F. Kenney High School has the 2nd highest CCI percentages in the district and county for the 2019-2020 academic school year and has maintained these rates even through the pandemic.
3. 51% of ELs and 48% of SWD met the College and Career indicator for the 2020-2021 academic school year. 54.9% of ELs and 38.9% of students with disabilities met the college and career indicator in 2022.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



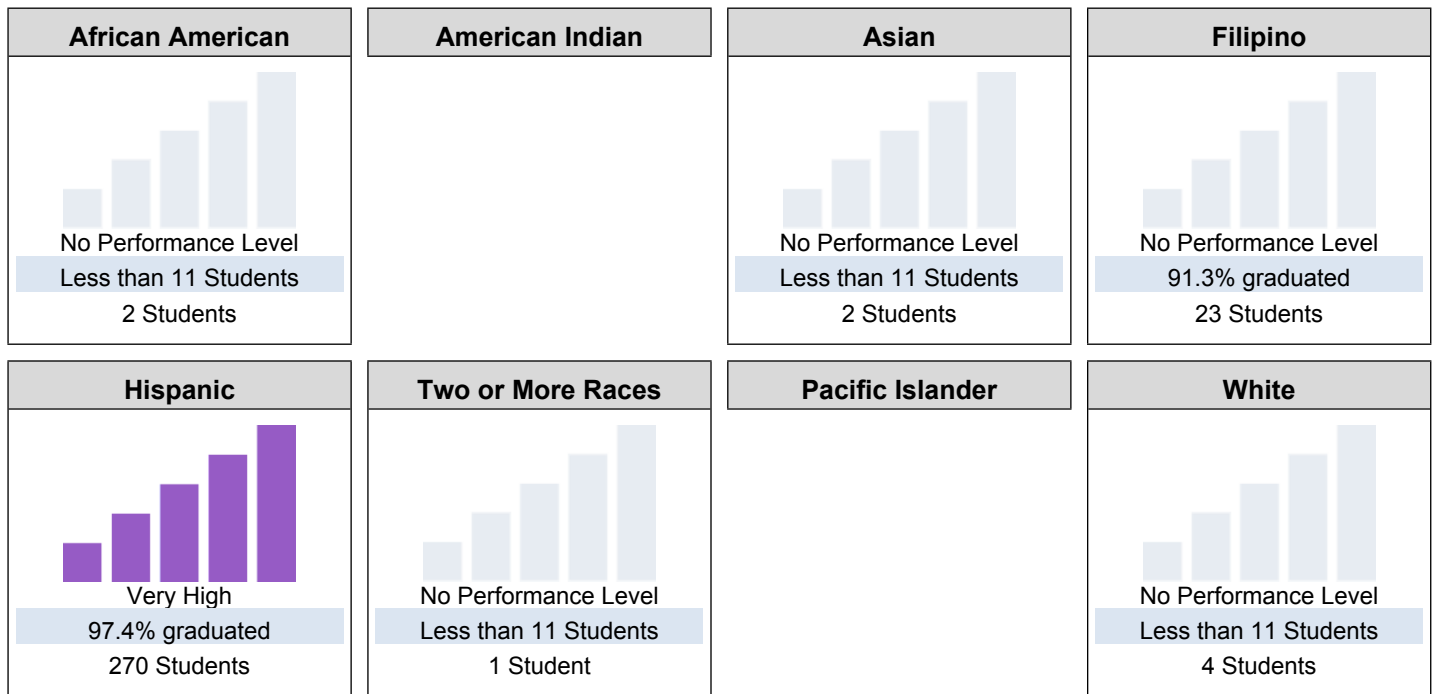
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	1	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>97% graduated</p> <p>302 Students</p>	<p>High</p> <p>94.1% graduated</p> <p>102 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Very High</p> <p>96.9% graduated</p> <p>291 Students</p>	<p>Medium</p> <p>83.3% graduated</p> <p>36 Students</p>

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### Conclusions based on this data:

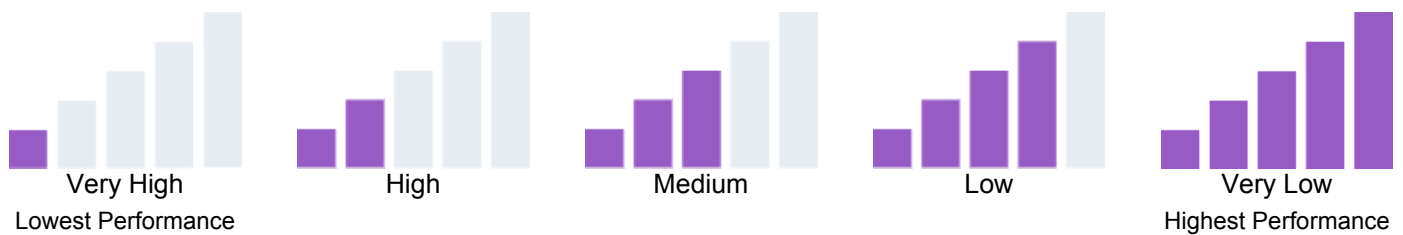
1. Graduation rates continue to be VERY HIGH for all students at RFKHS.
2. Students with Disabilities (81.6%) achieved the lowest graduation rates in 2021 and increased by nearly 2% in 2022.
3. While graduation rates continue to be higher than the state average, focus is being placed on SWDs to increase performance level. Saturday Credit Recovery class led by a SpEd teacher has been added to increase graduation rates among SWDs.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

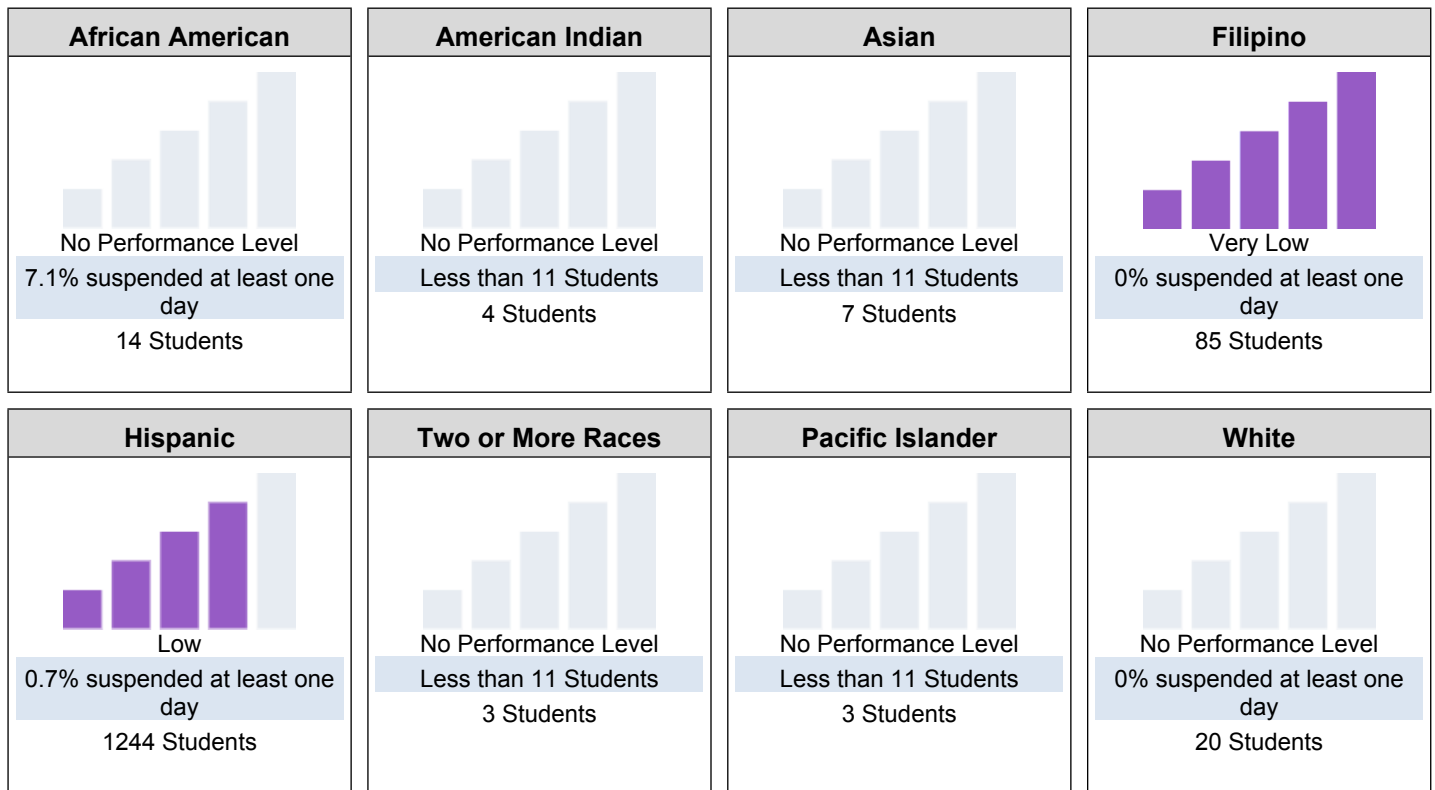
2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	1	3	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>0.8% suspended at least one day</p> <p>1380 Students</p>	<p>Low</p> <p>1.1% suspended at least one day</p> <p>457 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>10 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Low</p> <p>0.8% suspended at least one day</p> <p>1298 Students</p>	<p>Medium</p> <p>1.9% suspended at least one day</p> <p>159 Students</p>



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

- Overall, Suspension Rate has increased from .1% in 2021 to .8% in 2022.
- Suspension Rate is the lowest performance band, with 3 subgroups in the LOW range. SWDs suspension rate is MEDIUM range in 2021-22.
- The suspension rate among SWDs continue to be an area of focus. A social worker was hired during the 2022-23 school year to support student re-engagement in school.

# 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.

- Priority 1: Basic Services (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)

## Goal 1

Robert F. Kennedy High School will 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.

### STUDENT LEARNER 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 Self Study Areas of Growth:

Area 1: RFKHS needs to close the achievement gaps in English and Math achievement rates for English learners and students with disabilities. RFK needs to continue generating a detailed, ongoing, and relevant professional development plan in order to create systemic changes.

Robert F. Kennedy High School continues to work on creating a more systemic approach to professional development. This has resulted in school-wide professional-development focused on improving technology use, research-based instructional strategies, the Professional Learning Community (PLC) process, and during the 2023-24 school year, more relevant training specific to courses being taught and effective data analysis. The Robert F. Kennedy school community has worked through the steps to initialize, develop, and build true PLCs that 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

Robert F. Kennedy High School has identified the following needs for the 2023-2024 school year:

- Maintain the percentage of fully credentialed teachers. In 2021-22, 94% of teachers were fully credentialed.
- Maintain 100% students with access to supplemental instructional materials for use at home and school.
- Maintain 'Full Implementation' or 'Full Implementation and Sustainability' on the state adopted content and performance standards.
- Improve 'Medium' to 'High' academic performance for all pupils on the CAASPP ELA (67% met/exceeded) and improve 'Low' to 'Medium' in mathematic (25.3% met or exceeded).
- Improve socioeconomically disadvantaged pupil 'Medium' performance status in CAASPP English (+41.0 DFS) and improve 'Low' status in mathematics (-69.4 DFS).
- Improve pupil achievement on statewide assessments including our subgroup populations. CAASPP ELA for English learners is -69.7 DFS and -97.7 for students with special needs. The English learner CAASPP mathematics DFS is -161.1 and -190.6 for students with special needs.
- Improve UC a-g completion rate for all pupils (57.3%), socioeconomically disadvantaged pupils (50.6%), English learners (36.3%), and students with special needs (30.6%).
- Improve performance on the CAST Met standard for all students and subgroups. The 2022 CAST met standard is 15.73% for all pupils, 14.9% for socioeconomically disadvantaged students, 0% for English learners, and 0% for students with special needs.
- Improve CTE completion rates for all pupils (26.8%) and subgroups: 25.5% for ELs; 27.1% for socioeconomically disadvantaged; and 11.1% for students with special needs.
- Improve English progress indicator on the California Dashboard (47% ELs making progress towards English proficiency).
- Improve English Learner reclassification rate (16%).
- Improve AP passing rate for all pupils (41.2%) and subgroup populations.
- Maintain EAP college preparedness above state levels for all pupils and socioeconomically disadvantaged subgroups.
- Maintain 'Very High' status on the California Dashboard College Readiness Indicator (CCI) and close the achievement gap for students with disabilities.
- Maintain the dual credit attainment for all pupils and close the gap for English Learners and students with disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 1(a) The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching.	2021 Teaching Assignment Monitoring Outcomes from Dataquest  DJUHSD Intern - 4.7% Ineffective - 17.5%  Kern County Intern - 3.7% Ineffective - 6.4%	Maintain 100% appropriately assigned; 94% fully credentialed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2021-2022 California Commission on Teacher Credentialing Ineffective - 1% 94.1% teachers fully credentialed in the subject areas, and, for the pupils they are teaching.</p>	
Williams Quarterly Report Priority 1(b): Every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Education Code section 60119	<p>2022 California Dashboard, Board Resolution of Sufficiency of Instructional Materials, &amp; Williams Quarterly Report</p> <p>Standard Met 100% students with access to their own copies of standards aligned instructional materials for use at school and at home.</p>	Maintain 100% of students will have standards-aligned materials
California School Dashboard Priority 2 (a): The implementation of the academic content and performance standards adopted by the state board.	<p>As measured by the Self Reflection Tool and school site administrator surveys</p> <p>'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following:</p> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Instructional materials</li> <li>• Policy and Program Support</li> <li>• Implementation of Standards</li> <li>• Engagement of School Leadership</li> </ul>	Maintain Full implementation
California School Dashboard Priority 2(b): How programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	<p>As measured by the Self Reflection Tool on the Fall 2022 California Dashboard and teacher and school site Administrator surveys</p> <p>'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following:</p>	Maintain Full Implementation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional materials</li> <li>Policy and Program Support</li> <li>Implementation of Standards</li> <li>Engagement of School Leadership</li> </ul>	
<p>California School Dashboard &amp; Dataquest</p> <p>Priority 4: Pupil achievement as measured by all of the following:</p> <p>(A) Statewide assessments administered pursuant to Article 4 of Chapter 5, part 33 or any subsequent assessment, as certified by the state board.</p>	<p>2022 California Dashboard ELA and MATH</p> <p>CAASPP English Language Arts Performance Level 2022 Dashboard</p> <p>All Students: 67%</p> <p>EL: 17.57%</p> <p>SWD: 23.53%</p> <p>Socioeconomically Disadvantaged pupils: 63.16%</p> <p>CAASPP Mathematics Performance Level 2022 Dashboard</p> <p>All Students: 25.33%</p> <p>EL: 1.35%</p> <p>SWD: 5.88%</p> <p>Socioeconomically Disadvantaged pupils: 24.74%</p>	<p>Dataquest &amp; California Dashboard Distance From Standard (DFS)</p> <p>CAASPP English Language Arts</p> <p>All students +41.0 DFS - 67% Met Standard</p> <p>Socioeconomically Disadvantaged +39 DFS - 65% Met Standard</p> <p>ELs 40 DFS - 20% Met Standard</p> <p>SWD 65 DFS - 20% Met Standard</p> <p>CAASPP Mathematics</p> <p>All students 45 DFS - 36% Met Standard</p> <p>Socioeconomically Disadvantaged 50 DFS - 36% Met Standard</p> <p>ELs 120 DFS - 15% Met Standard</p> <p>SWD 150 DFS - 10% Met Standard</p>
<p>California School Dashboard &amp; Dataquest</p> <p>Priority 4 Pupil achievement as measured by all of the following:</p> <p>(A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board</p>	<p>California Science Test (CAST) Met Standard 2022</p> <p>All students 19.2%</p> <p>Socioeconomically Disadvantaged pupils: 18.2%</p> <p>English Learners 4.6%</p> <p>Students with Disabilities 0%</p>	<p>California Science Test (CAST) Met Standard</p> <p>All students 20%</p> <p>Socioeconomically Disadvantaged pupils 20%</p> <p>English Learners 6%</p> <p>Students with Disabilities 1%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4 Pupil achievement as measured by all of the following: (B) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California state University	CALPADS UC a-g completers 2022 cohort:  All students 57.3% Socioeconomically Disadvantaged pupils 56% English Learners 36.3% Students with Disabilities 30.6%	Dataquest UC a-g completers:  All students 60% Socioeconomically Disadvantaged pupils 58% English Learners 38% Students with Disabilities 32%
Priority 4 Pupil achievement as measured by all of the following: (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.	CALPADS CTE completers 2022 cohort:  All students: 26.8% Socioeconomically Disadvantaged pupils: 27.1% English Learners:25.5% Students with Disabilities:11.1%	CALPADS CTE cohort completers:  All students 29% Socioeconomically Disadvantaged pupils 28% English Learners 26% Students with Disabilities 13%
Priority 4 Pupil achievement as measured by all of the following: (D) The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	CALPADS UC a-g and CTE completers 2022 cohort:  All students 18.2% Socioeconomically Disadvantaged pupils 18.2% English Learners 10.8% Students with Disabilities 2.8%	CALPADS UC a-g and CTE completers cohort:  All students 20% Socioeconomically Disadvantaged pupils 20% English Learners 12% Students with Disabilities 5%
Priority 4 Pupil achievement as measured by all of the following: (E) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	California Dashboard English Learner Progress Indicator  47% making progress toward English language proficiency	California Dashboard English Learner Progress Indicator  Improve 'Medium' Status 50% progress toward English language proficiency
Priority 4 Pupil achievement as measured by all of the following: (F) The English learner reclassification rate.	Dataquest Reclassification Rate 2022 43.6%	Reclassification rate 45%
Priority 4 Pupil achievement as measured by all of the following: (G) The percentage of pupils who have passed an advanced placement	College Board AP Passing 2022:  Percent passed: All Pupils 42%	College Board AP Passing:  Percent passed: All Pupils 45%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
examination with a score of 3 or higher.	Socioeconomically Disadvantaged Pupils 41%	Socioeconomically Disadvantaged Pupils 45%
Priority 4 Pupil Achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	<p>2022 Dataquest EAP College Preparedness:</p> <p>English Language Arts All students 55.9% Socioeconomically Disadvantaged Pupils 54% English Learners 0% Students with Disabilities 6.7%</p> <p>Mathematics All Students 17.8% Socioeconomically Disadvantaged Pupils 16.80% English Learners 0% Students with Disabilities 0%</p>	<p>EAP College Preparedness:</p> <p>English Language Arts All students 60% Socioeconomically Disadvantaged Pupils 55% English Learners 10% Students with Disabilities 10%</p> <p>Mathematics All students 18% Socioeconomically Disadvantaged Pupils 18% English Learners 3% Students with Disabilities 1%</p>
Dataquest Priority 4(a) Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	<p>California Dashboard College and Career Readiness Indicator 2022 status:</p> <p>College and Career Readiness Four-Year Cohort All students: 70.2% ELs: 54.9% Socioeconomically Disadvantaged Pupils: 69.8% Students with Disabilities:38.9%</p>	<p>California Dashboard College and Career Readiness Indicator status:</p> <p>All students: 75% ELs: 60% Socioeconomically Disadvantaged Pupils: 72% Students with Disabilities:42%</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: High Quality Instruction

RFKHS will ensure English learners, foster youth, and economically disadvantaged students are provided with high quality instruction by continuing to:



a. Utilize time during the day on Wednesdays for teachers to analyze data (Interim and Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments) and refine and modify instruction to close the academic achievement gap among subgroups.

### **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)

District Funded

### **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: Professional Development and Support

RFKHS will continue to provide support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals.

a. Maintain professional development that will improve instruction to improve student achievement. Professional development activities include Explicit Direct Instruction (EDI), CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, PLC, NCTM Best Practices, Reciprocal Teaching and Concept Mapping, Thinking Maps, and Co- teaching.

b. Continue to fund mentors to assist new teachers in implementing effective instructional strategies and use local formative and summative data to gauge student learning and improve the academic achievement of of English learners and socioeconomically disadvantaged pupils.

c. Continue to fund the Teacher Induction Program to improve instruction and the academic achievement of English learners and socioeconomically disadvantaged pupils. The induction program provides evidence-based professional development opportunities that include Bridging the GAP, Inclusion, Academic Language Development and Differentiating Instruction targeted on improving student academic achievement.

d. Maintain the two increased teacher duty days (1 day before the start of each semester) for professional development (EDI, UDL, Close Reading, Thinking Maps, etc.) that include at least half day teacher effectiveness classroom preparation time to improve instruction and student learning.

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

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

Amount(s)

Source(s)



24,000.00	Title I Certificated Personnel Salaries & Benefits PD for teachers for aligned academic strategies to improve learning for English Learners, students with exceptional needs, pupils performing below grade level, foster youth, and pupils experiencing homelessness.
18,643.00	Title I 5000-5999: Services And Other Operating Expenditures Professional Development materials, supplies, and equipment

### 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: Teacher Retention

RFKHS will continue to fund a portion of salary increase to retain teachers in order to provide English learners and socioeconomically disadvantaged pupils consistent quality instruction to improve the academic achievement of the unduplicated pupil population.

This action is 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)

Source(s)

District Funded

### 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: Supplemental and Instructional Materials

RFKHS will 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 language acquisition for English learners and instruction and learning for foster youth and pupils of low socio-economic status(LCFF).

### **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

Title I  
4000-4999: Books And Supplies  
Supplemental Materials

### **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: Supplemental instruction and interventions

RFKHS will continue to maintain supplemental instruction and interventions for teachers to provide:

- Targeted reading, writing and mathematics intervention during the day to close the achievement gap of English learners, students with disabilities, and socioeconomically disadvantaged pupils.
- Targeted academic tutorials; afterschool intervention; and tutorials for AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects to improve academic achievement of English learners, students with disabilities, and socioeconomically disadvantaged pupils.
- Summer school ELD, supplemental instruction for students not meeting standard, increased dual enrollment opportunities, and core academic make-up classes to improve English learner proficiency in English and close the achievement gap for English learners, students with disabilities, and socioeconomically disadvantaged pupils.
- Instructional field trips to supplement instruction and improve student learning in closing the academic achievement gap of English learners and socioeconomically disadvantaged pupils in English, science, and mathematics,
- Incentives for students completing intervention program noted in sub-actions a, b, or c.
- Transportation and the additional bus driver for summer school and Saturday and afterschool tutorials to support sub-actions a, b, c, and d
- Fund an additional bus driver for each comprehensive high school to transport students to other district schools for access to a broad course of study and to close the College and Career Indicator as well as the college credit gap for English learners and economically disadvantaged students.
- Saturday and spring academic boot camps for CSI school and to close the academic achievement gap for English learners 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)

15,000.00

Source(s)

Title I  
Certificated Personnel Salaries & Benefits  
Intervention and Tutorials

## 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 1 Action 6: Reduced Class Size

RFKHS will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners.

- Maintaining the additional two English and five mathematics class size reduction teachers at the three comprehensive high schools for improved effective instruction.
- Maintaining class size reduction teacher and the two instructional assistants to close the academic achievement gap on the CAA English and mathematics of English learners and socioeconomically disadvantaged pupils.
- Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction.

### 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)

44,264.00

Source(s)

Title I  
Certificated Personnel Salaries & Benefits  
Class Size Reduction: 21 Sections

## 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: Support Staff

RFKHS will continue to provide support staff to improve student outcomes by:

- Increasing EL Program Specialist to two full-time for more effective monitoring of English learner progress and implementation of necessary interventions.
- Maintaining school site Learning Director to monitor student progress, develop and implement interventions, and analyze local formative and summative assessment data to gauge student learning and instruction;

- c. Maintaining the district level Director of Instruction, Data and Assessments for implementation of common instructional practices and common assessments; use data from those assessments to refine instruction and curriculum; and provide guidance in implementing necessary strategies to close the achievement gaps of English learners and socioeconomically disadvantaged pupils.
- d. Maintaining a portion of the Assistant Superintendent of Educational Services to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners, students with disabilities, and pupils of low 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)

248,488.00

Source(s)

Title I  
Salaries & Benefits  
Learning Director and Director of Curriculum,  
Instruction, and Assessment

### **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: Academic Coaches

RFKHS will continue to provide academic coaches to improve teaching for English learners, foster youth and socioeconomically disadvantaged students by:

- a. Maintaining three periods of a resource teacher to provide teachers instructional mentoring and needed evidence-based professional development activities to reduce the achievement gap in English and mathematics for socioeconomically disadvantaged students with disabilities.
- b. For CSI, provide one period English and one period mathematics coach at each high school to provide mentoring on the use of data from local formative and summative assessments to refine instruction, assessments, and curriculum to close the academic achievement gap for English learners and socioeconomically disadvantaged students.

This action is principally directed and effective in improving 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)

District Funded

## 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: Classified Support Staff

RFKHS will continue to provide support staff for improved student outcomes by:

- a. Maintaining ELD Clerks to monitor English learner progress and contact parents regarding English learner progress and needed interventions;
- b. Maintaining IT support staff to provide student support on the effective use of technology and maintaining the student access to technology. This action is focused on improving the digital literacy (i.e. access online resources; use computer applications such as grammar and spelling and thesaurus; access translation programs for English learners) of English learners and economically disadvantaged students;
- c. Maintaining the work-based learning/homeless/foster youth support staff to coordinate work-based learning opportunities for economically disadvantaged students and improve the CCI outcomes for this subgroup and provide the needed support to ensure academic success for foster and homeless youth; and
- d. Maintaining instructional assistants to provide instructional support and small group instruction for English Learners, foster youth and pupils of low economic status.

This action is principally directed and effective to improving 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)

163,938.00

#### Source(s)

Title I  
Classified Personnel Salaries & Benefits  
Support Staff - ELD Clerks, Instructional Aides,  
and IT Support Staff

## Strategy/Activity 10

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

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

All Students

### Strategy/Activity

#### Goal1, Action 10: Increased UC a-g and AP sections

RFKHS will continue to fund the increased UC a-g and AP individual section costs as well as the additional foreign language teacher to improve student outcomes. The increased sections allow the school sites to offer more college readiness opportunities for our foster youth, English learners, and economically disadvantaged pupils in attaining UC a-g college preparedness and improving student learning.

This action is principally directed and effective in the increased UC a-g completion and AP passing rates 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)

Source(s)

District Funded

### **Strategy/Activity 11**

#### **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 11: UC a-g preparedness and AP passing strategies

RFKHS will continue to provide opportunities for the school sites to improve college readiness by:

- Funding UC a-g online program for pupils to make up coursework and maintain UC a-g completion rates above the state level for all students and subgroups.
- Allocating resources for AP exam and dual enrollment fees to improve AP passing rate and other college indicators of economically disadvantaged pupils.
- Providing visitations to four-year universities, community colleges and post- secondary institutions to improve UC a-g rates for the unduplicated pupil population.
- Conducting parent trainings/workshops on readiness for college and career to improve UC a-g preparedness for English learners and economically disadvantaged pupils.

These services and activities are principally directed and effective in the improved UC a-g and CCI outcomes for English learners, 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)

15,000.00

Title I  
5000-5999: Services And Other Operating  
Expenditures  
University/College Field Trips

## Strategy/Activity 12

### 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 12: Technology

The district will continue to purchase updated technology and data management (Illuminate) system annual licenses. Updated technology is targeted to enhancing and improving the digital literacy of English learners and economically disadvantaged pupils. The data management systems will be used to analyze formative and summative assessments targeted at closing the academic achievement gap for these subgroups.

### 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)

94,424.00

Source(s)

Title I  
4000-4999: Books And Supplies  
Technology

## Strategy/Activity 13

### 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 13: Student and staff recognition

The district and school sites will continue to foster a culture that nurtures and recognizes student success by providing student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for English learners, foster youth and socioeconomically disadvantaged pupils making progress towards attaining or passing state indicators. Recognition of student success has been essential in the attainment attaining high academic performance of our socioeconomically disadvantaged pupils and progress on the college and career preparedness (CCI, EAP, AP passing, English proficiency) of English learners, foster youth, and socioeconomically disadvantaged pupils.



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)

District Funded

## Annual Review

**SPSA Year Reviewed: 2022-23**

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. During the 2021-2022 school year, these achievements include the SBAC English (62.7% met standard RFK) surpassing state (54.8% met standard). The SBAC mathematics of 25.33% (RFK) meeting is slightly below state (26.97%) rates but gradually making improvements. [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 60.3%. Similarly, the RFKHS English Learner Progress on the English Language Proficiency Assessment proficiency of 47%. The stakeholders concurred the outlined actions and services are appropriate and adding a specialized math support class for SWD and Pre Algebra for students in sub groups who are not ready to take Algebra 1.

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

No major differences

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.

Based on an analysis of Goal 1 and input from our educational partners, the following changes will be made for the 2023-24 SPSA Year.



- Goal 1, Action 5 has additional funding due to adding a bus driver to increase access to a broad course of study for economically disadvantaged pupils who do not have transportation. The transportation to provide access to college and CTE courses not available at the school residence was effective in significant improvement of the College and Career Indicator and college attainment for economically disadvantaged students, English learners, economically disadvantaged students with disabilities, and homeless youth.
- Goal 1, Action 7 has additional funding due to increasing English Language Program Specialist from one full time FTE to two full-time FTEs to more effectively monitor progress of English Learners.
- Goal 1, Action 9 has additional funding due to increasing technology support staff to provide student support on the effective use of technology and maintaining student access to technology. This action is focused on improving the digital literacy (i.e. access online resources; use computer applications such as grammar and spelling and thesaurus; access translation programs for English learners) of English learners and economically disadvantaged students.
- Goal 1, Action 10 has additional funding to continue to offer the increased number UC a-g and AP sections from the 2022-2023 school year with the goal of improving instruction and reducing the learning gaps of unduplicated students.

# 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

Provide access to a broad course of study and maximize performance in world languages, physical education, visual performing arts, and career technical education for all students, including English learners, foster youth and economically disadvantaged students.

## Goal 2

Robert F. Kennedy High School will 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 economically disadvantaged pupils, homeless and foster youth, English learners, and economically disadvantaged students with disabilities.

### 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 Self Study Areas of Growth:

Area 2: RFKHS needs to improve knowledge and awareness of school programs for all stakeholders and thereby Increase student, parent, and guardian agency and involvement in making course of study decisions.

During the WASC self study, RFKHS identified the need to provide parents and students with more information about course offerings, dual and concurrent enrollment college courses, Early College program, and CTE pathways. RFKHS has refined its parent workshop series to provide parents with information about school programs. Parents and guardians will have the opportunity to take part in the Parent Institute for Quality Education program that is specifically designed to provide families with the knowledge and skills to partner with RFKHS and the community to ensure their children achieve their fullest potential. The RFKHS guidance counselors have also been trained in implementing the Aeries 4-Year plan for students. Students will be more actively engaged in course selection and completion as they monitor their 4-year plans. A fulltime enrollment clerk will be available in the 2023-24 school year to provide added support in the Career Center to increase college and career readiness of all students.

## Identified Need

Robert F. Kennedy High School has identified the following needs for the 2023-2024 school year:

In the fall 2022 parent/student survey, 100% of students and 97% parents agreed students have access to a broad course of study. The 2022 dual enrollment credit attainment is 32%. The 2019 CCI is 73.6% 'High' status on the California Dashboard. In 2022-23 RFKHS was named an Exemplary Dual Enrollment Awardee

- Maintain 99.94% of students with access to a broad course of study.
- Maintain 100% of students with access to and enrollment in programs and services provided to unduplicated pupils
- Maintain 100% of students with access to and enrollment in programs and services provided to students with exceptional needs
- Improve AP passing rates in World Language. In 2021-2022, the College Board AP Passing World language of all pupils is 19%.
- Maintain a high College and Career Indicator
- Increase the number of ELs students considered College and Career ready in 2023
- Increase the number of SWD considered College and Career ready in 2023
- Maintain the number of socioeconomically disadvantaged students considered College and Career ready in 2023.
- Continue to improve pupil outcomes in Dataquest Physical Fitness Test
- Continue to achieve top rankings in Visual and Performing Arts in County and State competitions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Student Surveys and California School Dashboard Priority 7: The extent to which - (a) Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	Parent and Student Surveys and 2022 California School Dashboard  California Dashboard Standard Met  Access to a Broad Course of Study Fall 2022 Survey 99.94% Pupils agree 97% Parents agree  College and Career Readiness Four-Year Cohort All students: 70.2% ELs: 54.9% Socioeconomically Disadvantaged Pupils: 69.8% Students with Disabilities:38.9%	Standard Met  Access to a Broad Course of Study Survey 100% Pupils agree 100% Parents agree  California Dashboard College and Career Readiness Indicator status: All students: 75% ELs: 60% Socioeconomically Disadvantaged Pupils: 72% Students with Disabilities:42%
Parent and Student Surveys, Kern Integrated Data System, California School Dashboard Priority 7: The extent to which - (b) Pupils have access to and	Standard Met  Access to a Broad Course of Study Fall 2022 Survey 99.94% Pupils agree	Standard Met  Access to a Broad Course of Study Survey 100% Pupils agree

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
are enrolled in programs and services developed and provided to unduplicated pupils.	<p>97% Parents agree</p> <p>Kern Integrated Data System Dual and Concurrent Courses Complete All students: 53.24% Socioeconomically Disadvantaged Pupils: 52.38% English learners: 34.94% Students with Disabilities: 24.39%</p> <p>College and Career Readiness Four-Year Cohort All students: 70.2% ELs: 54.9% Socioeconomically Disadvantaged Pupils: 69.8% Students with Disabilities: 38.9%</p>	<p>100% Parents agree</p> <p>Kern Integrated Data System Dual and Concurrent Courses Complete All students: 55% Socioeconomically Disadvantaged Pupils: 55% English learners: 36% Students with Disabilities: 26%</p> <p>College and Career Readiness Four-Year Cohort All students: 75% ELs: 60% Socioeconomically Disadvantaged Pupils: 72% Students with Disabilities: 42%</p>
<p>Parent and Student Surveys, CALPADS, &amp; California School Dashboard</p> <p>Priority 7: The extent to which - (c) Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.</p>	<p>California Dashboard Standard Met</p> <p>Access to a Broad Course of Study Fall 2022 Survey 100% Pupils agree 97% Parents agree</p> <p>College and Career Readiness Four-Year Cohort All students: 70.2% ELs: 54.9% Socioeconomically Disadvantaged Pupils: 69.8% Students with Disabilities: 38.9%</p> <p>California Department of Education Exemplary Dual Enrollment Awardee 2022-23</p>	<p>Standard Met</p> <p>Access to Broad Course of Study 100% Pupils agree 100% Parents agree</p> <p>College and Career Readiness Four-Year Cohort All students: 75% ELs: 60% Socioeconomically Disadvantaged Pupils: 72% Students with Disabilities: 42%</p>
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	<p>State Seal of Biliteracy</p> <p>All pupils 15.7%</p>	<p>State Seal of Biliteracy 20%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dataquest Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	Aeries: 2021-22 California Physical Fitness Test Results  Component 1 Aerobic Capacity: 97.5% Component 2 Abdominal Strength and Endurance: 97.5% Component 3 Trunk Extensor and Strength and Flexibility: 97.5% Component 4 Upper body Strength and Endurance: 97.5% Component 5 Flexibility: 98.2%	Aeries: 2021-22 California Physical Fitness Test Results  Component 1 Aerobic Capacity: 98% Component 2 Abdominal Strength and Endurance: 98% Component 3 Trunk Extensor and Strength and Flexibility: 98% Component 4 Upper body Strength and Endurance: 98% Component 5 Flexibility: 99%
PPAACC Finals, CMEA Festivals Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	Visual Performing Arts County and State Competitions 2022-23 Band/Colorguard: 1st place rankings Division 3A; State Championships 11th Place Percussion: PPAACC Scholastic A Champions Choir: CMEA Festival Unanimous Superior	Visual Performing Arts County and State Competitions Band/Colorguard: Maintain Top 5 rankings Percussion: Maintain Top 5 rankings Choir: Maintain top ratings

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: High Quality Instruction

RFKHS will continue to ensure all students are provided with high quality, standards(content/CTE/CCR) aligned curriculum and instruction by:

- Utilizing time during the late start Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum to improve the college and career indicator and improve physical fitness outcomes for English learners, foster youth, and socioeconomically disadvantaged pupils.
- Providing teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis for improved outcomes for the unduplicated pupils.

This action is 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)

Source(s)

District Funded

### **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: Professional Development

RFKHS will continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such program and improve student outcomes.

The professional development activities are principally directed to improve learning outcomes 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)

Source(s)

District Funded

### **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: Supplemental Materials, Equipment, and Supplies

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 broad course of study for English learners, foster youth, students with disabilities, and pupils of low socioeconomic 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)

District Funded

#### **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: CTE and Dual Enrollment

RFKHS will continue to offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for English learners, foster youth, and socially disadvantaged students.

- a. Maintain Career Technical Education teachers: Business Education and Welding teachers at RFK
- b. Maintain dual enrollment CTE Courses: Nursing Assistant and Clinical Medical Assistant two period block of each at the three comprehensive school sites.
- c. Maintain the additional CTE and dual enrollment sections.

These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socioeconomic 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)

District Funded



## 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 2 Action 5: CTE and Dual Enrollment Support Staff

RFKHS will continue to provide CTE and dual enrollment support staff for improved or 'High' performance on the College and Career Readiness Indicator and the attainment of dual enrollment credit for English learners, foster youth, and socioeconomically disadvantaged pupils.

- a. Maintain CTE Director for articulation of courses and coordination of dual enrollment and workbased learning activities.
- b. Maintain the dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses.

These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socioeconomic 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)

District Funded

## 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: Access to a Broad Course of Study

RFKHS will continue to provide the increased opportunities in access to a broad course of study for English learners, foster youth, and pupils of low socioeconomic status.

- a. Maintain the additional hour for program staff to provide additional instruction and maintain or improve the College and Career Readiness Indicator for English learners and socioeconomically disadvantaged students with disabilities.
- b. Maintain a four-hour instructional aide for the PAVE program to provide individual or small group instruction for English learners and socioeconomically disadvantaged students with disabilities to attend a broad course of study and improve CCI outcomes.
- c. Continue to fund the increased music teacher at RFK for pupil access to a broad course of study.
- d. Continue to fund the music coaches to maximize student performance and improved College and Career Readiness.



These actions are principally directed and effective in maintaining or improving the College and Career Readiness Indicator, and attainment of dual enrollment credit 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)

District Funded

### **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 2 Action 7: Other EC 51220 outcomes

RFKHS will continue to provide opportunities to improve outcomes in other areas for English learners, foster youth, and pupils of low socioeconomic status.

- Maintain athletic trainers to provide and implement safe physical activity practices and improve outcomes in physical fitness for socioeconomically disadvantaged pupils.
- Maintain reduced class size in physical education grade 9 to meet Physical Fitness Test outcomes for socioeconomically disadvantaged students.
- Continue to provide afterschool programs and intervention to improve student outcomes.

These actions are principally directed and effective in providing English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improved College and Career Readiness (CCI) and Physical Fitness 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)

District Funded

### **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 2 Action 8: Supplemental Activities

RFKHS will continue to provide instructional field trips and visitations to four year universities, community colleges, and vocational institutions for students to promote improved student learning and attainment of pupil outcomes. This includes funding for competitions to maximize student performance and improved pupil outcomes.

These supplemental educational activities are principally directed and effective in improving College and Career Readiness Indicator readiness, CTE completers, and dual enrollment credit attainment 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)

District Funded

#### 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 2 Action 9: Technology

The district will continue to purchase technology for students and instructional staff to enhance and improve the unduplicated pupil performance (College and Career Indicator, Career Technical Education, and Physical Fitness results) in meeting 21st Century Learning Skills.

#### 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)

District Funded

# Annual Review

## SPSA Year Reviewed: 2022-23

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 during scheduled collaboration time and professional development days to refine instruction and curriculum in CTE, world language, visual performing arts, and physical education. We maintained the additional CTE pathway teachers 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. Students with severe cognitive disabilities have access to a broad course of study 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 courses 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 increased for English Learners and for students with disabilities district-wide. This is attributed to the increased access to dual enrollment and CTE opportunities. The music program continued to excel in 2022-23. RFK attained first place in the county and 11th in the State championships. Indoor percussion ended its season as the PPAACC Scholastic A Champions. 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 scheduled collaboration time 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.

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. The district will increase funding for a full-time dual enrollment clerk to provide this much needed service. This can be found in Goal 2, Action 5.

# 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 pupil engagement is promoted and students 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 maintain high 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 Self Study Areas of Growth:

Area 3: RFKHS needs to strengthen/develop a comprehensive/dynamic system of supports (process) to further support students social-emotional health and academic progress.

During the past four years, RFKHS has done a great deal to improve the communication with stakeholders, including staff, students, and parents. Our Principal continues to send weekly newsletter to staff about upcoming events and current happenings on campus. The newsletter contains sections that provide information from the Learning Directors, Student Activities Director, Counseling Department, Assistant Principal of Discipline (Safety), Assistant Principal of Student Support (Athletics), and our Intervention Counselor (mental health), and WASC team. RFKHS's families receive no less than a quarterly Home & School Connection newsletter providing parents with pertinent updates and school information. Parents also receive upcoming event information, alerts, and links to resources via Parent Square on an as needed basis. In real time information is shared via the school website and social media platforms, such as Facebook, Twitter, Instagram, TikTok, and Snapchat. To support the social-emotional health and academic progress of students, the RFKHS and district administration have developed a mental health tier system of supports that will be effectively communicated with all stakeholders. The Intervention Counselor will continue to plan motivational speakers that specifically address the social emotional and mental health needs of our students. The Intervention Counselor's office has been relocated to the Wellness Center where group counseling and specific activities are held to support students. Wellness Wednesdays will continue take place every other week along with weekly field day Tuesdays. The RFKHS administration team will also provide teachers with SEL professional development and a specific

process for mental health referrals, progressive discipline, and student behavior expectations. Posters will be placed in all classrooms and key offices/locations across the campus.

## Identified Need

There is one noted instance where RFKHS facilities are in need of significant repair. The tennis courts are severely cracked posing hazard to the unduplicated pupil count during physical education. Based on the 2022 data, Robert F. Kennedy will maintain student attendance rates at 98.1% in 2023. We also found the need to reduce chronic absenteeism for all students and close the gap between subgroups English learners and students with disabilities. Parents' sense of safety of their students while at school increased from 94% in 2021 to 95.3% in 2022. Parent and student surveys administered in fall of 2022 indicate that student sense of safety and school connectedness improved from the previous year. The parent/student surveys also indicate a significant percentage (13%) of students with serious ideation of suicide within the last 12 months. RFKHS will continue to implement the strategies and actions outlined in this goal in ensuring teacher and student sense of safety and for the provision of social emotional education for English learners, foster youth, and economically disadvantaged youth.

Robert F. Kennedy High School has identified the following needs for the 2022-2023 school year:

- Maintain 'standard met' of school facilities in exemplary repair on the California Dashboard Self Reflection Tool and Facilities Inspection Tool
- Maintain 'full implementation and sustainability' of parental involvement in the evaluation, approval, and monitoring of the district and school site plan for student achievement on the California Dashboard Self Reflection Tool and Parent Survey
- Maintain 'full implementation and sustainability' of family engagement on the California Dashboard Self Reflection Tool and Parent Survey
- Maintain 'full implementation and sustainability' of parental involvement in how the district and school promotes parent participation in programs for unduplicated students and individuals with exceptional needs
- Continue to improve the attendance rate. RFKHS's attendance rate in Aeries for the 2021-22 school year is at 98.1%.
- Decrease chronic absenteeism. In 2022, Dataquest Chronic Absenteeism rate was at 25% for all students.
- Maintain 'Low Status' in high school drop out rates. In CALPADS, the drop out rate in 2021 for all students was 1.1% and 1.7% in 2022.
- Maintain 'Very High Status' in graduation rate. RFKHS obtained a 'High Status' graduation rate for all students, English Learners, Foster Youth, migrant, and socioeconomically disadvantaged students. There is a need to improve 4-year cohort graduation rate for students with special needs from 'Medium Status' 83.3%.
- Maintain 'Low Status' for all students in suspension rate. In Dataquest 2022, the suspension rate of all students is at .8% (low status) for all students and socioeconomically disadvantaged students, and 1.28% for English Learners, and 2.05% for students with disabilities.
- Maintain below 1% expulsion rate for all students, socioeconomically disadvantaged pupils and English Learners.
- Maintain 'Standard Met' in student sense of safety and school connectedness on the California Schools Dashboard.
- Improve students' mental well-being by increasing SEL initiatives and group counseling.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 1 (c): School facilities are maintained in good repair.	<p>California Dashboard Self-Reflection Tool &amp; 2022 Facility Inspection Tool</p> <p>RFK 95% "Good Repair"</p> <p>Facilities Inspection Tool "Exemplary Repair"</p>	Maintain 98% "Good Repair" and FIT Report "Exemplary Repair"
California School Dashboard Priority 3(A): Parental involvement and family engagement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	<p>2022 California Dashboard Self Reflection Tool &amp; Parent Survey</p> <p>Standard Met Full Implementation and Sustainability</p> <p>The school's current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in September 2022 to 642 parents. The results of these surveys indicate that 98% of parents agree the school/district seeks input from parents in making decisions for the school and district.</p>	Standard Met Full Implementation and Sustainability
California School Dashboard Priority 3(B) Family engagement may include efforts by the school district and each individual school site to apply research-based practices, such as welcoming families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access.	<p>California Dashboard Self Reflection Tool &amp; Parent Survey</p> <p>Standard Met Full Implementation and Sustainability</p> <p>Parent Surveys September 2022</p> <p>97% of parents agree the school promotes family engagement activities</p>	Standard Met Full Implementation and Sustainability
California School Dashboard	Robert F. Kennedy High School celebrates student	Standard Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Priority 3(C) Parental involvement and family engagement, including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</p>	<p>successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. The school will continue its efforts in engaging families in all school activities.</p> <p>Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. RFKHS will continue to involve families in parent workshops and site and district stakeholder meetings. We will continue to focus on increasing relationships with our families through consistent communication. Parents and families will be contacted via phone, ParentSquare voice, text, and email messaging, social media, the school marquee, mailings, and posting events on our websites and the Parent Square app.</p> <p>California Dashboard Self Reflection Tool &amp; Parent Survey Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory, WASC Self Study Committee (SEPAC), and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.</p>	<p>Full Implementation and Sustainability</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Student Data System Priority 5: Pupil Engagement as measured by all of the following, as applicable: (A) School attendance	Kern Integrated Data System 2021-22 Attendance rate: 98.1%	Attendance Rate: 98.5%
Priority 5: Pupil Engagement as measured by all of the following, as applicable: (B) Chronic absenteeism rates	Dataquest 2021-22 Chronic Absenteeism  All students: 25% Socioeconomically Disadvantaged pupils: 25.3% English learners: 32.5% Students with Disabilities: 45.8%  DJUHSD All Students: 29% Kern County All Students: 32.6% State All Students: 30.1%	Dataquest Chronic Absenteeism  All students: 20% Socioeconomically Disadvantaged pupils: 20% English learners: 25% Students with Disabilities: 40%
Priority 5: Pupil Engagement as measured by all of the following, as applicable: (C) Middle school dropout rates	Not applicable	Not applicable
Priority 5: Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates	Dataquest 2022 Cohort Dropouts  All students: 1.7%	All students: 1%
Dataquest Priority 5: Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	Dataquest 2022 Cohort Graduation Rate  All students: 97% 'High' Status Socioeconomically Disadvantaged pupils: 96.8% 'High' Status English learners: 94% 'High Status' Students with disabilities: 82.9% 'Medium' Status	All students: 'Very High' Status Socioeconomically Disadvantaged Pupils: 'Very High' Status English learners: 'Very High' Status Students with Disabilities: 'Medium' Status
Dataquest Priority 6: School climate, as measured by all of the	Dataquest 2022 Suspension Rate	All students: 'Low Status'



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
following, as applicable (A) Pupil suspension rates	All students: .83% 'Low Status' Socioeconomically Disadvantaged pupils: .81% 'Very Low Status' English learners: 1.28% 'Very Low status' Students with disabilities: 2.05% 'Very Low Status'	Socioeconomically Disadvantaged pupils: ' Very Low Status' English learners: 'Low status' Students with Disabilities: 'Low Status'
Dataquest Priority 6: School climate, as measured by all of the following, as applicable (B) Expulsion rates	Dataquest 2022 Expulsion rate All students: 0.2% Socioeconomically Disadvantaged pupils: 0% English learners: 0%	Maintain below 1% for all students and subgroups
California School Dashboard - Local Climate Survey Priority 6: School climate, as measured by all of the following, as applicable (C) Other local measures, including surveys of pupils, parents, and teacher on the sense of safety and school connectedness	Standard Met A local climate survey was administered in September 2022 to students, parents, and teachers. The results of this survey indicate that 99.5% of students and parents; and 100% of teachers have a sense of school safety. This survey also reflects that 100% of students, parents and teachers feel connected to their school.	Standard Met 100% Student, parent and teacher sense of school safety. 100% Student, parent and teacher sense of school connectedness.

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 3 Action 1: Professional Development on Behavior and Social Emotional Education

RFKHS will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence-based behavior intervention and social-emotional education strategies and practices to reduce suspensions, expulsions and chronic absenteeism as well as improve student sense of safety for English learners, foster and homeless youth, and economically disadvantaged pupils.

This action is principally directed to reduce suspensions, expulsions and chronic absenteeism improve student sense of safety for English learners, 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)

District Funded

### **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: Supplementary Materials

RFKHS will continue to purchase supplementary instructional, social-emotional education, and behavioral intervention materials and equipment to to improve chronic absenteeism and graduation rates for the unduplicated pupil population.

All supplementary materials are principally directed on improving chronic absenteeism, 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)

District Funded

### **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: Alternative Educational Settings

RFKHS will continue to provide alternative educational settings and services to reduce chronic absenteeism, suspensions, and expulsions of English learners and economically disadvantaged pupils.

- a. Maintain the district Opportunity Program teacher as an alternative educational setting.
- b. Maintain an academic intervention teacher to provide behavioral improvement instruction.

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)

Source(s)

District Funded

#### **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: Additional Academic Support and Options

RFKHS will continue to provide additional support, academic interventions and academic acceleration options to improve services and increase graduation rates of English Learners, students with disabilities and pupils of low economic status.

- a. Maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and economically disadvantaged youth.
- b. Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population.
- c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school in providing increased parent involvement opportunities.

This action is principally directed and effective in providing the necessary support services to increase graduation rates and reduce chronic absenteeism for English learners, 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)

**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: Interventions**

RFKHS will continue to provide before school, afterschool, Saturday and/or evening Interventions for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs and improve graduation rates and suspension rates of English learners, foster youth, students with disabilities, and economically disadvantaged pupils.

This action is principally directed to improve graduation rates and suspension rates of 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)**

19,729.00

**Source(s)**

Title I  
Certificated Personnel Salaries & Benefits  
Tutorials, credit recoveries, behavioral  
intervention, and reduced class size

**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: Support Services:**

RFKHS will continue to provide the additional social emotional education support staff to address barriers that impede learning and improve the graduation rates, suspension and expulsion rates, and chronic absenteeism of English Learners, foster and homeless youth, students with disabilities and pupils of low economic status.

- a. Fund salary for a school psychologists, one marriage and family therapist and a nurse to provide health and social-emotional education for improved student academic achievement.
- b. Fund salary for an intervention counselor to provide behavior and social-emotional education for improved student academic achievement.

- c. Fund salary for an assistant principal of student affairs to facilitate school based social emotional programs for improved student school connectedness.
- d. Hire an intern psychologist to provide services for the prevention of suicide, trauma, bullying, and violence and improve student learning.

This action is principally directed and effective in improving academic achievement, attendance, suspension and expulsion rates, and graduation rates of English learners, 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)

District Funded

### **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 7: Pupil engagement and school climate support staff

RFKHS will continue to The district will continue to maintain the additional support staff to reduce chronic absenteeism; maintain the reduced suspension and dropout rates; and improve graduation rates of English Learners, foster youth, students with disabilities, and pupils of low economic status.

- a. Maintain a Discipline Liaison to provide positive behavior intervention strategies and conduct home visitations to improve student chronic absenteeism and maintain the reduced suspension and dropout rates for English learners, foster and homeless youth, and economically disadvantaged pupils.
- b. Maintain contract with Delano Police Department for a resource officer to conduct home visitations and transport students to school for reduced chronic absenteeism of English learners and homeless youth; behavioral counseling of students to reduce suspensions and expulsions of the unduplicated pupil population; and critical social emotional evaluations. The resource officer will also serve as part of a team to develop and implement behavior plans in partnership with the parents and students.
- c. Maintain additional security staff for continued reduced suspension rates of English learners and economically disadvantaged youth by implementing positive behavior support strategies and assisting in afterschool programs that address specific behaviors in reducing suspensions and expulsions. The security staff will also assist in strategies to reduce chronic absenteeism of English learners and homeless youth.
- d. Hire a 0.5 FTE attendance clerk for increased parent contact to improve attendance rates of English learners and economically disadvantaged students.

e. Hire an additional support staff to increase implementation of positive behavior intervention strategies to reduce suspension rates and improve attendance of English learners and economically disadvantaged pupils.

This action is principally directed and effective in providing for improved graduation rates, chronic absenteeism, suspensions and expulsions of English learners, foster and homeless 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)

District Funded

### **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 8: Technology and information

RFKHS will continue to purchase technology and fund maintenance of district web page to maintain the increased parental and community engagement. Results from the fall 2022 survey indicate that 96% of parents agreed the school/district provides sufficient notices and opportunities for parent and family engagement.

This action is principally directed to improving the digital literacy and involving the parents of English learners, foster youth, and socioeconomically disadvantaged pupils for improved academic achievement, chronic absenteeism, and graduation rates.

#### **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)

District Funded

### **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 3 Action 9: School connectedness

RFKHS will continue to foster an educational environment where students and staff look forward to coming to school by providing activities, presenters, and conducting school wide events for staff, pupils, and parents and families.

This action is principally directed and effective on improving school connectedness, graduation rates, chronic absenteeism, and academic achievement of English learners, socioeconomically disadvantaged pupils and homeless and foster youth.

#### 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)

District Funded

#### Strategy/Activity 10

##### 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 10: Facilities in good repair

RFKHS will continue to maintain facilities in good repair.

a. Repair tennis courts at RFK. The courts have severe cracks posing a hazard to the unduplicated pupil count during physical education.

b. Increase custodial staff to improve a learning environment that is conducive to and improves student learning of English learners and economically disadvantaged.

These repairs will improve student facilities and grounds that are free of trip hazards, significant cracks, and evident damage.

This action is principally directed on providing English learners, foster youth and socioeconomically disadvantaged pupils with a quality learning environment and classrooms.

#### 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)

District Funded

## Strategy/Activity 11

### 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 11: Parent Involvement

RFKHS will continue to promote parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status.

- a. Continue to conduct Parent Awareness workshops.
- b. Continue to provide resources for parent outreach and assistance.
- c. Maintain modified classified staff work calendar to improve services for students.

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)

Source(s)

5,250.00

Title I  
Certificated Personnel Salaries & Benefits  
Parent Workshops

## Strategy/Activity 12

### 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 12: Activities

RFKHS will continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.

### 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)

District Funded

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Substantive differences in planned actions and actual implementation of these actions were identified. The substantive differences and actual implementation are noted below:

### INCREASED SERVICES

RFKHS increased additional academic support options (Action 3.4) in the form of increased independent study offerings to improve attendance and increase graduation rates of English learners, foster youth and economically disadvantaged pupils.

### ACTIONS NOT FULLY IMPLEMENTED

Some of the planned actions were not fully implemented as a result of COVID-19. Professional development (Action 3.1) for the purpose of providing evidenced based behavior intervention and social emotional education strategies was not implemented as a result of increased teacher services for quarantined pupils and counselors and administrators needing to remain on campus to meet the needs of students returning from COVID 19 school closure.

The provision of supplementary materials (Action 3.2) was affected by the 2021-2022 priority of addressing the academic and health needs quarantined/isolated pupils and mitigating the spread of disease. Alternative educational teachers (Action 3.3) were reassigned (ESSER funding) to provide instruction and support for quarantined/isolated pupils and an opportunity teacher was not able to be found until the second semester. Interventions (Action 3.5) occurring after school and on Saturday had low attendance due to COVID 19 concerns. Pupil engagement and school climate support staff (Action 3.7) was not able to be implemented as a result of school resource officer unavailability. Technology and information (Action 3.8), Facilities in good repair (3.10), Parental Involvement (3.11) and Parent, student, and staff decision making (3.12) were not fully implemented due to supply availability and postponement of in-person workshops due to COVID 19 restrictions/concerns. The resources not fully used in these actions will be carried over into the 2022-2023 LCAP actions to increase additional academic support and options for English learners, foster and homeless youth, and economically disadvantaged pupils.

### FULLY IMPLEMENTED ACTIONS

RFKHS fully implemented Support Services: Social Emotional Education (Action 3.6) and School Connectedness (Action 3.9) during the 2022-23 school year. Students received additional support services from our psychologist, intervention counselor, nurse, health clerk, family therapist, discipline liaison, and most recently just added a district social worker. RFKHS implemented additional measures for student sense of safety. This included extra duty hours for the discipline liaison and campus security to make calls and home visits for students who were in need of re-engagement. Temperature scanners were placed in public and staff entrances, as well as safety guideline signage throughout the campus. 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-used facilities. 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.

The Delano Joint Union High School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2021-22 LCAP Goal 3 was \$4,788,731. The estimated actual expenditures for 2021-22 LCAP Goal 3 was \$3,564,513. This is a difference of \$1,224,218. One material difference was in action 3.1, Professional development, due to student support services staff needing to remain on campus to meet the social emotional needs of student. Another material difference was in action 3.5, Interventions, due to lack of participation at Saturday and/or evening interventions. The material difference in action 3.8, Technology and information, due to technology remaining in good repair and not needing replacement.

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.

The actions in this goal were effective in making progress towards this goal. Pupil engagement and school climate support staff (Action 3.7) have been effective maintaining the reduced suspension and dropout rates and improved graduation rates of English learners, foster youth and economically disadvantaged pupils. Action 3.10 has been effective in providing our students with an educational environment that is conducive to learning and improving student outcomes as addressed in the data presented in this section. This action has been effective in improving the English learner California Dataquest chronic absentee rate and California Dashboard College and Career Indicator for English learners and economically disadvantaged pupils.

Actions 3.1 through 3.6, 3.8, 3.9, 3.11 and 3.12 were effective in attaining the following outcomes of LCAP Priorities 1, 3, 5 and 6:

- Reduced the number of suspensions for students with disabilities as well as maintaining dropout rates below state for English learners and economically disadvantaged pupils.
- Improved chronic absenteeism for economically disadvantaged pupils (12%) and foster youth (0%);
- Improved school connectedness and pupil sense of safety;
- Attained 'High' to 'Very High' graduation status for economically disadvantaged pupils (95.7%), English learners (92%), and foster youth (100%)

- Maintained chronic absenteeism rates below state level and maintaining 'High' to 'Very High' graduation status on the California Dashboard for English learners, homeless youth, and economically disadvantaged pupils;
- Increased student sense of safety to 96% based on student and parent surveys; reduced suspension rates of 'Low' to 'Medium' status on the CA Dashboard for economically disadvantaged pupils, English learners, and foster youth;
- Maintained dropout rates (Dataquest) below county and state levels for economically disadvantaged pupils (2.8%), English learners (4.4%), homeless (4.2%) and students with disabilities (7.4%)

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$682,736.00

## 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	\$682,736.00

Subtotal of additional federal funds included for this school: \$682,736.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$682,736.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Title I	682,736.00

## Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	128,424.00
5000-5999: Services And Other Operating Expenditures	33,643.00
Certificated Personnel Salaries & Benefits	108,243.00
Classified Personnel Salaries & Benefits	163,938.00
Salaries & Benefits	248,488.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title I	128,424.00
5000-5999: Services And Other Operating Expenditures	Title I	33,643.00
Certificated Personnel Salaries & Benefits	Title I	108,243.00
Classified Personnel Salaries & Benefits	Title I	163,938.00
Salaries & Benefits	Title I	248,488.00

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 1
Goal 3

657,757.00
24,979.00

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

Name of Members	Role
Dolores Rodriguez	Principal
Gerardo Pedraza	Classroom Teacher
Jason Pine	Classroom Teacher
Christina Giese	Classroom Teacher
Erica Ledezma	Other School Staff
Uriel Gamboa	Secondary Student
Esmeralda Rodriguez	Secondary Student
Estevan Orozco	Secondary Student
Norma Sanchez	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 05/15/2023.

Attested:

Principal, Dolores Rodriguez on 05/15/2023
SSC Chairperson, Norma Sanchez on 05/15/2023



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

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](mailto: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](mailto: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.

## Educational Partner 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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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 Educational Partner 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](mailto: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 (Educational Partner 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/guidanceusesinvestment.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 (Educational Partner 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/guidanceusesinvestment.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/>

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