

# The Single Plan for Student Achievement

**School:** Robert F. Kennedy High School  
**CDS Code:** 15634120116384  
**District:** Delano Joint Union High School District  
**Principal:** Raudel Rojas  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Robert F. Kennedy High School's Vision and Mission Statements

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

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

### Student Learning Outcomes

The Student Learning Outcomes at RFKHS are to create a vision of academic standards that will guide instructional staff. The implementation of the SLOs are discussed at staff and department level meetings. Also, SLOs are posted in every classroom and are reviewed and related to classroom instruction on a daily basis. Instructors equip our students with the ability to utilize information effectively and use higher order thinking skills, which will aid them in meeting the rigor of California state content standards benchmark assessments, such as the Formative Assessments of Core Standards (FACS), and serve as the basis for course-level exit exams. Thus, the SLOs ensure that each and every student is attaining a rigorous level of academic performance.

### Student Learning Outcomes

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

G – genuine when contributing to their community

L – legitimate when using technology

O – optimistic toward self-improvement

B – broad-minded when considering career opportunities

A – adaptable when solving problems

L – loyal to the legacy of RFK

## School Profile

Robert F. Kennedy High School (RFKHS) opened its doors August 13, 2008, as the third comprehensive high school in Delano. Robert F. Kennedy High School is located at 1401 Hiett Avenue and has an enrollment of approximately 1250 students. RFKHS, Cesar E. Chavez High School, and Delano High School are sister schools within the Delano Joint Union High School District, serving students in grades nine through twelve. Robert F. Kennedy High School employs 57 teachers, 3 full time counselors and one part-time (2 periods) counselor, 4 administrators, and approximately 28 support staff. Our departments include Language Arts, Mathematics, Science, Social Studies, Foreign Language, Business Education, State Requirements, Physical Education, and Music. All staff provides academic and emotional support to our students. We have additional support staff such as the school nurse, school psychologist, and a student affairs specialists who follows-up and provides interventions for students with social, emotional, discipline, and attendance problems.

The Robert F. Kennedy High School campus is a state-of-the-art addition to the Delano Joint Union High School District. The campus is well-designed with the exterior of its campus constructed around a center architectural design exclusive to RFKHS. The architectural layout of the school consists of 36 general education classrooms, a science building, an Industrial Arts building, a Business/Engineering Technology building, a cafeteria, two gymnasiums, an administrative building and a lecture hall that includes a band room, choir room, and drama production facilities. At the conclusion of the 2012 school year, we completed our state-of-the-

art library and football stadium. Robert F. Kennedy High School also features state-of-the-art technology in each of the classrooms which includes a 3M Multimedia Projector that can stream wireless video and internet and has PC Windows capability linked with the whiteboard at the front of the class.

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

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

Our school offers students the opportunity to enroll in Career Technical Education Pathways: Performance Arts, Legal and Government Services, Business Management, Software and Systems Development, Industrial Automation, Medical Assisting, Education Theory, Welding, and Residential And Commercial Construction. Along with the pathways offered at our campus, some of our students participate in the North Kern occupational program which offers training in the medical, clerical, and automotive fields. For the 2017-2018 school year, RFK and Bakersfield College are offering Dual Enrollment for Spanish, English, Welding, Industrial Automation (AC DC Electronics B1), and College and Career Readiness. Additionally, we offer articulated courses in industrial arts. At the same time RFK is offering Dual Enrollment for Medical Assisting with Cerro Coso College and Business Management with Cal State Bakersfield. These Dual Enrollment and articulated courses integrate academic, career, and technical education in order to utilize work-based and work-site learning experiences.

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

## **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).

A needs assessment analysis is conducted annually and reviewed by the district Curriculum and Instruction Committee and correlated to the single school plan for student achievement. The needs, goals, and objectives are also developed and reviewed by key stakeholders that include teachers, staff, parents, students, parent advisory groups and community members. The data analyzed includes SBAC, CELDT, EAP, and AP assessments.

The Delano Joint Union High School District values the input of teachers, students, and parents with regard to School Safety and Contentedness to our school. In preparing to develop the Local Control Accountability Plan (LCAP), required by the California Department of Education, for the implementation of the the Local Control Formula, we conducted a teacher, parent, and student survey during the Spring of 2016. The teacher survey was conducted using Survey Monkey. The student and parent survey was conducted via paper pencil. Please see attached surveys.

Based on the teacher survey, 41% of the teachers feel a need to have more opportunities to take part in the decision making within the district.

The parent survey was conducted during a parent meeting. Overall, the parent survey was positive. The majority of parents strongly agreed that the district effectively addresses attendance, dropout, and absenteeism; that their children look forward to attending school each day; that students are safe while at school; that the school district values parents/guardians as important partners in their child's education; that parents have the opportunities to take part in decisions; that the school is clean, safe, and in good repair; and that the district communicated its plan for implementing the Common Core State Standards for all students, including English Language Learners, students with disabilities, and those who are gifted.

The student survey was conducted in the students' English Class. Overall, the student survey was positive. The majority of students indicated that the school provides a good education and indicated that the school contacts parents/guardian if they are late or absent. There were some areas that needed to improve. Over 50% of the students surveyed indicated that teachers do not contact parents when they are having trouble learning. The following were the results of the survey. Please see attached survey.

For question 15, the most common comments students made were regarding uniforms, lunch, and electives. Students expressed that they did not like wearing uniforms. They also expressed that there was not much selection for lunch. Students also expressed the need for more electives. During the DELAC meeting, the Director of Educational Services addressed the lunch concerns with parents. She invited the Director of Food Services and he listened to the concerns and reassured parents that there would be changes, but that they still would follow the guidelines set by the State of California.

### **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, observations are performed throughout the year, by administrators, as part of the teacher evaluation process. The ultimate goal of observations is to provide effective feedback to the teachers and improve teacher performance. Probationary and provisional teachers are formally evaluated at least once per year while tenured teachers are evaluated at least once every other year.

Evaluations of instruction are based in part on the effective implementation of the established curriculum and the integration of Student Learning Outcomes. The evaluation process is based on the observations made of a teacher's best practices. In order to see a lesson from beginning to end, administration first conducts a full-period observation. Additionally, our administrators perform weekly informal observations; however, they are not for the entire period. The evaluators have a set of criteria or a rubric that they use to evaluate the teacher's methodologies. Based on their findings, they provide constructive feedback and an overall score of the teacher's performance. At our school site, teacher observations promote teacher accountability and improved performance.

Administration promotes the District Vision: Each DJUHSD professional learning community family team member is personally committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

In addition, the administration ensures that the District goals are met:

Teaching and Learning: To collaboratively support quality research-based instructional practices and analyze student outcome using formative and summative assessments to advance student learning.

Enrichment: To provide enrichment opportunities that promote academic, social, and emotional development.

Achievement: To promote superior academic results, the DJUHSD Board of Trustees, administrators, teachers, support staff, parents, and students will foster, recognize, and celebrate learning.

Model: To effectively model our mission and vision, every team member will exemplify character, loyalty, and excellence.

### **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**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

Administration encourages and stresses the use of research based assessment strategies. These strategies include performance tasks, summative, informal, and diagnostic assessments. To ensure the use of a variety of assessment tools, the site administration conducts periodic observations of classroom instruction. In order to gather immediate feedback, RFKHS teachers conduct informal assessments by monitoring student progress and checking for understanding. Checking for understanding includes, but is not limited to, hand signals, quick-writes at the end of class, asking questions throughout the lesson, warm-ups, closure activities, and skill/lesson summaries completed by students. Results are used to re-teach when appropriate.

Site and district determined that staff development should focus on specific strategies such as EDI, Differentiated Instruction, and SDAIE strategies. In addition to the focus on specific methodologies, the school instructional leaders restructured the ELD program, as well as adding writing support and reading support classes for struggling students. Class grades, State standardized tests results, and CELDT results are used to monitor and re-designate English Language Learners (ELL's). Teachers also utilize class grades to recommend students for more challenging courses. At the same time, the counselors utilize state and school test results as a guide for placing students in appropriate academic programs.

The teachers and administration determined areas of need and worked collaboratively to meet state, district, and school goals. At RFKHS, teachers use CELDT, EAP, Benchmarks, and FACS results to evaluate student learning. Teachers use these findings to target areas of growth and set goals for the students who have demonstrated difficulty in mastering the standards. Additionally, teachers modify their pedagogic strategies, in adherence with the Student Learning Outcomes, in order to improve student performance on these assessments.

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

We made a full transition from Prosper to Illuminate at the end of the 2015-2016 school year and are currently fully using Illuminate across the district. The results of the data that is aggregated through this program are used to target specific areas. Once these areas are identified, teachers use this data to focus on re-teaching classroom instruction and targeting specific students who are in need of more direct instructional support in various core subjects. In July of 2015, all Department Chairs were initially trained in Illuminate and follow up training has taken place over the course of the past year. Additional training for all staff is ongoing based on need.

We are implementing the Common Core State Standards (CCSS) for English and mathematics as well as the Next Generation Science Standards (NGSS) and the National Curriculum Standards for Social Sciences. In alignment with the CCSS, DJUHSD will incorporate the Twenty-First Century Standards and the 4C's (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation) as part of the critical systems necessary to ensure 21st century readiness for every student.

A needs assessment analysis is conducted annually and reviewed by the district Curriculum and Instruction committee and

correlated to the single school plan for student achievement for each of the school sites. The needs, goals and objectives are also developed and reviewed with key stakeholders that include teachers, staff, parents, students, parent advisory groups and community members. The data analyzed includes SBAC, CELDT, EAP, and AP assessments. The data was broken down by subgroups, grade levels, subjects. Once the data was collected it was analyzed for achievement gaps and academic performance among subgroups as well as local and state averages.

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

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

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

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

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

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

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

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

Schoolwide Areas of Strength:

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

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

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

Ongoing School Improvement

The schools action plan (SPSA) currently includes:

1. Provide a high quality education to improve college readiness and proficiency or standard met levels for all learners, including English Learners and foster youth, in all core academic content areas.
2. RFK will continue to provide all students course access and to improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical Education. DJUHSD has identified the need for pupils with significant disabilities to have access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, DJUHSD goal is to continue to performing in the top 25% in visual performing arts, Mock Trial, and improve physical fitness and AP passing rates.

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

Comments on the following school improvement issues:

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

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

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

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

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

Existing factors that will support school improvement:

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

Impediments to improvement that the school will need to overcome:

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

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

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

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

English Language Development Department Goals (2017-2018)

ELD Department Goal 1 - Improve student performance on the SBAC.

Rationale: Finding additional ways to improve student performance through examination of the assessment data of ELD students on SBAC will be important to promote support mechanisms for learning opportunities that will enable achievement of the standards.



Growth Target: Improve the performance of EL students who will participate in SBAC in 2017-2018 school year.

Reading Research/Inquiry		Writing		Listening	
2016-17 Results	2017-18 goal	2016-17 results	2017-18 goal	2016-17 results	2017-18 goal
Above Standard					
7%	9%	23%	24%	7%	10%
Near Standard					
52%	54%	52%	53%	61%	69%
Below Standard					
39%	37%	25%	23%	33%	21%
20%					

ELD Department Goal 2 – Maintain student performance on the ELPAC.

Due to the fact that CELDT is being transitioned to a new ELPAC test, we do not have initial students' data and specific goals to set up yet. However, because in the past RFK EL students performed highly on CELDT, the ELD department is planning to maintain rigorous ELD curriculum and instruction to help EL students perform well on ELPAC test in 2018.

The ELD department's goal is to prepare EL students to take English Gen. and other core classes required for graduation within two years.

RFK ELD department will stay within the DJUHSD reclassification rate, which is 28%.

The ultimate ELD department goal is to help students become proficient in English language within four years of high school.

ELD Department Goal 3 – Improve Graduation Rate for English Learner Student Group.

Rationale: Finding additional ways to promote support mechanisms for meeting the graduation requirements and improve EL student graduation rate.

Growth Target: The ELD Department target for 2017-2018 school year is 88%

The ELD Department will provide each student with the tools to be successful in mainstream classes, prepare the students for post-secondary education or a career becoming a valuable member of society. For this reason, the ELD students will be endowed with targeted instruction practices in all classes. The students will use complete sentences at all times, and the use of academic vocabulary will be emphasized school-wide.

#### English Department Goals (2017-2018)

Our English curriculum, Pearson's My Perspectives, was approved and adopted in the summer of 2016 by the school board for use in grades 9-11. My Perspective is a Common Core aligned curriculum that is both print and digital. There are many components that adopt the 21st century skills needed to assist students as they build reading, writing, language, and technology skills. Aligned to the 9-10 English Language Art standards, the program is far more informational text based in content than was traditional in a standard literature class. The content is thematic based and is both motivating and relevant, the curriculum is driven by essential questions and literature that connects to the real world. The thematic based units are designed to provide a gradual release of responsibility moving from the whole to the individual and requiring a culminating written performance assessment along with traditional formative and summative assessments throughout.

The overall goal of the English Department at Robert F. Kennedy is to enable all students to communicate effectively, both

written and orally, in English; to prepare those desiring to go into the work force with sound communication and reasoning skills in order to be successful in the job of their choice; and to prepare those pursuing a collegiate career for the rigors of higher academic institutions. In order to do this, we must first instruct content meeting the standards of the grade level and prepare students for the grade level FACS, the 11th grade SBAC assessment, and the AP exams in English Language.

In order to achieve all of the above goals, we have set several achievable and measurable goals while employing a multitude of instructional and remedial strategies while working toward and with the rigor of the Common Core State Standards. Those goals and strategies are listed below:

#### EAP Goals – CSU Entrance Exam 11th Grade

As the EAP is now part of the Common Core SBAC assessment, the English Department EAP goals will be the same as our SBAC goals. Under the SBAC, students who perform at a level four (Standard Exceeded) are deemed to be Ready for College and those at a level three (Standard Met) are deemed to be Conditionally Ready. As in previous years, those students who are determined to be conditionally ready will need to be placed in an ERWC or AP English class and earn a passing grade of a C or higher in order to be considered “ready for college.” In response, all of our twelfth grade classes at a College Preparatory level have been switched to ERWC courses.

In early September 2014, the CSU system sent out a memorandum in which it indicated concerns about EAP passing rates (largely due to changes in how the exam will be structured). During the CCSS transition, the CSU system stated it “anticipates that fewer students may be identified as demonstrating readiness.” As such, the CSU system has been emphasizing use of SAT and ACT results to determine readiness and conditional statuses in Math and English. Consequently, it is now paramount that juniors plan on taking the SAT and/or ACT by the end of their junior year. In response, our junior English teachers and counselor will be strongly encouraging students to sign up and take the exams in spring. The English department also offers an after-school SAT Tutorial to help prepare students for the SAT, ACT, and SBAC tests.

#### Goals for the Common Core Standards

##### English Score 2015 2016 2017 2018 (Goal)

4				
(2682-2800)	24%	38%	33%	35%
3				
(2583-2681)	39%	35%	36%	38%
2				
(2493-2582)	21%	20%	21%	19%
1				
(2300-2492)	16%	7%	10%	8%

##### Claim 2015 2016 2017 2018 (Goal)

Reading	Above	30%	33%	34%	36%
Near	54%	51%	51%	53%	
Below	16%	16%	15%	11%	

Writing	Above	34%	53%	49%	51%
Near	50%	39%	38%	40%	
Below	16%	8%	13%	9%	

Listening	Above	17%	23%	21%	24%
Near	67%	68%	65%	68%	
Below	16%	9%	14%	8%	

Research/Inquiry	Above	41%	53%	41%	43%
Near	50%	44%	51%	54%	
Below	10%	4%	8%	3%	

In alignment with the CCSS, DJUHSD will incorporate the Twenty-First Century Standards and the 4Cs (Critical Thinking and

Problem Solving, Communication, Collaboration, and Creativity and Innovation) as part of the critical systems necessary to ensure 21st century readiness for every student. Every Wednesday at Robert F. Kennedy, we have a modified schedule in order to work within our cohorts to prepare for the new state standards. With the transition, come new goals that we must strive to achieve. In reflection on this, our department has set SMART goals to improve our effectiveness and provide the best learning environment we can. The English department's SMART goals follow:

1. Improve instruction by observing and sharing best practices with other teachers during preps and cohort time.
2. Improve instruction through data analysis.
3. Promote a college ready atmosphere in our classrooms.
4. Differentiate our instruction to accommodate ELL and Special Ed students.

Another area that we will work on this year is the continued refinement of our (FACS) in order to gauge student learning during this transition period. This summer at Robert F. Kennedy, we worked diligently to create and refine our formative assessments for the Common Core Standards called Formative Assessment of Core Standards, or FACS. As we teach the new standards, the FACS will allow us to measure student learning. Aside from creating the FACS, this year we have also created new benchmarks to use at the end of each semester. The English Department adopted new curriculum for the 2016-2017 school. Accordingly, our scope and sequences and pacing guides have adjusted. As such, our goal this year is to continue to refine and realign existing FACS to the new sequencing and pacing and to develop and to develop new local assessments as needed so we can analyze the progress students are making towards achieving those standards.

At each grade level, the English department has incorporated common assessments into the finals. These common assessments will act as a measure of our progress in meeting the Common Core Standards as well as provide our teachers the necessary feedback as to how to reteach and refine curriculum and teaching strategies.

#### Mathematics Department Goals (2017-2018)

Based on the data from the 2016-2017 school year, (SBAC Test, AP Statistics, and AP Calculus) the Mathematics department has pinpointed strengths and areas for improvement within each grade level. In addition, the department has developed the following strategies to ensure student success, while building upon prior growth in the same areas:

Juniors at RFKHS will be well prepared for the Common Core Exam in the spring of 2018. This goal of student preparedness will be accomplished through teacher motivation, emphasis on the importance of the CCS, good lesson planning, and teaching; as well as, use of resources and assessment tools for all teachers in the department: Formative Assessments or FACS (Quizzes), Unit Tests, Benchmarks, and Finals.

The teachers at RFKHS worked a good number of hours during summer to develop the Scope and Sequence for the school year and to develop resources to continue with the implementation of the Common Core Standards in the classroom.

The goals for the Mathematics department are:

#### Common Core Standards Test

Based on the scores obtained last year and the fact that the number of juniors at RFKHS increased from 270 to approximately 320, the Mathematics teachers at RFKHS agreed on the following goals:

- Last year, 12% (32 of 270) of juniors scored a 4 (Standard Exceeded); this year we expect that 42 of 320 juniors will score a 4. Our goal is to increase this level by 10 students that represent a gain of 1%.
- Last year, 20% (54 of 270) of juniors scored a 3 (Standard Met); this year we expect that 70 juniors will score a 3. Our goal is to increase this level by 16 students that represent a gain of 2 %.
- Last year, 31% (84 of 270) of juniors scored a 2 (Standard Nearly Met); this year we expect that 108 juniors will score a 2. Our goal is to increase this level by 24 students that represent a gain of 3%.
- Last year, 37% (100 of 270) of juniors scored a 1 (Standard Not Met); this year we expect to keep the same number of juniors in this level: 100. Since the number of juniors increased this year, our goal is to reduce the percentage of juniors with a score of 1 to 31 %.

Overall, 32% of students at RFK met or exceeded the standards last year, our goal this year is that 35% of juniors meet or exceed the standards this year. At the same time, we want to continue reducing the number of students in the lowest level this school year, from 37% to 31%.

#### AP Calculus

- The average score on the 2017 AP exam was 2.3; the goal for 2018 is to reach an average score of 2.5.
- The passing rate in 2017 was a 30%. The goal for 2018 is to increase the passing rate to 45%.

#### AP Statistics

- In 2017 63% of students tested; the goal for 2018 is to reach 75% of students testing.
- The average score on the 2017 AP exam 1.2; the goal for 2018 is to reach an average score of 1.5.
- In 2017 no students (0% passing rate) passed the AP exam; the goal for 2018 is to have 3 students pass (9% passing rate).

To accomplish these goals, we will take the following actions:

- The RFKHS administration authorized our department to have a Math Coach: one of our teachers will be paid one period every day to develop resources and support the teachers in the department in the use of technology.
- We will use digital tests to help student get used to the features in the SBAC test.
- We will increase the use of Illuminate as an important assessment tool to collect data.
- We will have Teachers from the Special Department co-teaching with us in some classes as an extra support for the RSP population.
- We will continue having the Pre-Algebra Class to support the incoming freshmen that scored low in our placement test.
- We will continue having the Advanced Algebra 1 for sophomores and juniors as support for the Common Core Standards.
- We will keep one period of Applied Mathematics class as a support for juniors with the lowest scores in Algebra 1. This class will cover Geometry/Algebra standards and will include the application of the mathematical concepts in real life. This class will help juniors who did not take Geometry be exposed to the basic Geometry standards, as well as continue reviewing the Algebra standards.
- We adjusted the Scope and Sequence for Algebra 1 and Algebra 2 in order to have more time to work on Functions. We will use different teaching strategies to help students understand the different representations of a function: verbal, equations, graphs, and tables. All teachers will follow the same Scope and Sequence.
- We will create resources (worksheets) to use in class, as activities, to help students make connections between the different areas of mathematics.
- We will create resources (worksheets) to expose students to challenge activities. The purpose of these activities is to help students to get used to think and find out the solution to real life situations. Students will apply their mathematical knowledge to find an optimal solution.
- We will continue developing and improving our resources (Formative Assessments –FACS–, Unit Tests, Benchmarks, and worksheets) to continue teaching and applying the Common Core Standards.
- We will include Patterns, Series, Probability and Statistics in all math classes as an important change to target the Common Core Standards.
- The mathematics teachers at RFKHS will have meeting every other Wednesday to discuss any action that can be taken to improve students' achievement. We will also analyze data to lead our teaching.
- We will use technology as much as possible: 3M projector, Elmo, laptops, graphing calculators, illuminate software, Kuta software, and scanners. We are aware that these are tools that will help to improve teachers' lecture and analysis of students' results.
- All math classes will start with a warm-up activity: students will solve these problems to continue reviewing all the standards throughout the school year.
- EDI (Explicit Direct Instruction) will be used in all classes as a teaching strategy to reach all students.
- Teaching vocabulary will be essential to help our ELD population.
- Teachers will analyze the test results to direct the instruction.
- SBAC Tutorial: The math department will open the SBAC after School Tutorial program to help students to master the SBAC standards. We plan to run this program during the months of February and March 2018 (prior to the test).
- Mathematics after School Tutorial is held every Tuesday, Wednesday, and Thursday throughout the school year.
- Review for the AP Calculus and the AP Stats exams two Saturdays before the test from 8:00 am to 12:00 pm.
- Since the SBAC for juniors is a Summative Math Test, placement of students in the Summer School Program will be very important to help them take more advanced math classes by their junior year. The extra summer courses will enable our students to be exposed to all of the Common Core Standards.

#### Social Studies Department goals update 2017-2018

#### Department Expectations for Students

Students will master the four Historical Thinking Skills through a variety of activities, lessons and exams. The four historical thinking skills are Sourcing, Contextualization, Corroboration, and Close Reading. Sourcing asks students to consider who wrote a document as well as the circumstances of its creation. Who authored a given document? When? For what purpose? Contextualization asks students to locate a document in time and place and to understand how these factors shape its content. Corroboration asks students to consider details across multiple sources to determine points of agreement and disagreement. Close reading helps students evaluate sources and analyze rhetoric by asking them: What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? These skills are necessary for success in Social Studies and other disciplines.

#### Scope and Sequence for Economics

1. Supply Demand, Adam Smith, Karl Marx
2. How to measure GDP
3. Stocks and Bonds
4. Personal Finance
5. Macro/Micro
6. The Fed
7. Globalization/NAFTA
8. Spending Multiplier and Money Multiplier
9. Derivatives
10. Interest Rates

#### Staff Development Requests

History Content PD

SHEG administration

NCSS 2017 Conference

#### Technology requests – teacher issued tablets

Establish tutorials for World History Grade 10 Common Core Prep, US History Grade 11 Common Core Prep, and Grade 12 Common Core Prep Economics and Civics  
Mondays in room 113 (3:00-4:00pm)

#### Establish review sessions for Advanced Placement Courses

Economics AP

Government AP

World History Pre-AP for students wishing to attempt the AP World History Exam

#### Create AP pathway for Social Sciences

Freshman-Vocabulary, Geography, Writing, World History AP, AP Human Geography

Sophomore – AP European History, World History AP, World History Pre-AP/Honors

Juniors – Only dual enrollment available

Seniors – AP Econ, Government

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

FACS support

Document analysis

Re-teach Historical Thinking Skills

Unit Tests, FACS Retakes

#### Increase support for teachers in:

- New Textbooks for AP Gov/Econ
- Academic Vocabulary support for SAT prep
- Intervention lessons for struggling students
- Camaraderie and team building for department
- Strengthen skills and leadership of World History Resource Teacher Mark Booc
- Increase design intervention lessons/strategies for tutorial.
- Increase document analysis instruction including reading, writing, critical thinking, evaluating diverse points of view

regarding issues, and coming to conclusions regarding likely historical truths given wide ranges of historical interpretations.

- Department wide instruction and assessment of historical analysis skills, teaching students to analyze details, question assertions, and corroborate historical documents with other evidence, testimony, and points of view.

#### Writing Rubric

A - 5 - Mastery - Connecting Events

C - 3 - Approaching Mastery - Answers Prompt/Minimum

F - 1 - Not even close - Wrote Something

#### Science Department Goals (2017-2018)

Robert F. Kennedy (RFK)'s Science Department is committed to providing high quality instruction that is aligned with the state and Next Generation Science Standards (NGSS). Science courses offered at RFK are designed to provide students with the knowledge necessary for academic success as well as to develop their critical thinking skills. Our science department is committed to push students beyond the factual knowledge base into higher orders of thinking through the development of cognitive thinking skills.

In science, students are expected to do more than just recall data or information. We want to motivate students to comprehend and truly understand the meaning of the major themes covered. They must be able to defend a scientific theory or discovery, state key concepts in their own words, distinguish between scientific terms, and apply their knowledge base into practical real life application.

This year, we are continuing to implement NGSS in our curriculum by focusing on disciplinary core ideas and cross-cutting concepts. To achieve successful implementation, we routinely analyze assessment data in bi-weekly cohort meetings. We follow this analysis by examining and adjusting our pacing guides and instructional methodologies within our curriculum.

#### Goals for Advanced Placement Courses:

Our department offers two advanced placement courses (AP), AP Biology and AP Physics. For both courses, our goal is to increase the number of students passing the AP test by 20 percent. In order to meet our goal for the AP classes, we will be providing after school tutorial and select Saturdays.

#### Goals for the NGSS:

One of our goals for this school year is to modify our instructional strategies to meet the expectations set forth by the NGSS.

One way in which we hope to achieve this is by meeting every other Wednesday during our modified schedule. This year we will continue to work together in our department to refine the scope and sequence, share instructional strategies, and modify assessments to address the NGSS.

One way we are modifying our assessments is to include performance tasks that help gauge student learning as we transition to complete implementation of the NGSS. At Robert F. Kennedy, we have worked diligently to create formative assessments for the NGSS called Formative Assessment of Core Standards (FACS). As we teach the new standards, the FACS and performance tasks will allow us to measure student learning. In the spring, we will administer a district-wide common summative assessment for each subject: Biology; Chemistry; Earth Science; and Physics, all aligned to the new NGSS. Having a common summative assessment will allow us to compare results district wide and share instructional methodologies and strategies.

Quarter 1	Quarter 2		Sem 1	Quarter 3		Quarter 4		Sem 2		
ASSESSMENT	FACS 1	FACS 2	FACS 3	FACS 4	Final	FACS 5	FACS 6	FACS 7	Summative Assessment	Final
# Of Questions	12	12	12	12	50	12	12	12	50	60
# Of OPP.	2	2	2	2	1	2	2	2	1	1
# OF VERSIONS	2	2	2	2	2	2	2	2	1	2
EST CLASS TIME	3 DAYS	3 DAYS	3 DAYS	3 DAYS	1 DAY	3 DAYS	3 DAYS	3 DAYS	1 DAY	1 DAY

To meet the above stated goals and focal points, the RFK science department will provide the following services to our students:

## In the classroom

Teachers will use multiple standards based teaching strategies during everyday instruction. Some of the strategies used in the curriculum include: Explicit Direct Instruction (EDI), Thinking Maps™, cooperative learning strategies (i.e. pair share, popcorn reading, etc.), laboratory investigations, and use of academic language.

Our assessment methods will include the following: Formative Assessment of Core Standards (FACS), frequent checks for understanding, performance task assessments in which students use the knowledge gained in class to perform a specific task, and summative assessments (quizzes/tests, quarterly exams, semester finals).

## Outside the classroom

After school tutorial is offered after school every week. This service is designed for students who are struggling, need extra help, or need a designated place to finish homework, make-up assignments, or take missed tests for special circumstances.

Additionally, students will participate in science based field trip activities. Our biology Pre-AP students take an end of year trip to California State University Bakersfield to visit their science department and meet professors. Additionally, they will go to the California Animal Living Museum (CALM) to study the fauna and flora endemic to California. This year, we would like to conduct more off campus research projects for students to learn through hands on experience. The AP Physics and Engineering Technology classes are planning on taking a trip to Six Flags Magic Mountain to study momentum, velocity, and the law of conservation of energy.

This year, the science department is going to encourage interested students to participate in a regional robotics competition.

## Cohort meetings:

To promote the academic success of RFK science students, the science department is going to meet regularly to develop the science curriculum. Cohort meetings will be held biweekly. We will meet a minimum of four hours a month to discuss teaching and assessment strategies. Our focus is to plan the learning experience so that all students learn grade level content and complete grade level coursework.

## Staff Development:

In order to achieve successful implementation of NGSS for science, the teachers in the science department will continue to attend training seminars, conferences, and Webinars. These activities will give us the opportunity to improve our instructional methodology with regard to the new standards.

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

The RFKHS educational program is driven by a variety of assessments and the Student Learning Outcomes by which we determine student achievement. The assessments are formal as well as informal. Comparisons are made periodically so as to assess our growth and areas of need. Lessons have been standardized and various assessment strategies developed aiming to reinforce standards based instruction in all content areas.

EAP: The California Department of Education (CDE) collaborates with the California State University (CSU), California Community Colleges (CCC) and the State Board of Education (SBE), to address the increasing number of incoming college students who require remediation in English and/or mathematics. The Early Assessment Program (EAP) is a voluntary program designed to provide students, their families, and high schools with early signals about students' readiness for college-level English and mathematics. The EAP is designed to bridge the gap between high school standards and college expectations by substantially increasing the college readiness, and eventual college success, of California's high school students.

CELDT: The previous year's CELDT data was analyzed and based on the analysis of this data it has been determined that one key area is in need of improvement: reading. 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. 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;

therefore, it is our hope that the new curricular changes will lead to an increase in the reading strand scores. ELLs take the CELDT test annually and according to their test score, core class grades, and SBAC scores, are re-designated Fluent English Proficient (FEP), and monitored annually for progress.

PFT: All students in grades nine must be administered the Physical Fitness Test during February 2018 and May 2018. Any student who does not pass the test by the tenth grade is required to enroll in physical education. The Physical Education department analyzes the PFT data to modify curriculum.

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

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

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

ELD Program (Special Projects): Provide resources to teachers that require additional assistance in order to monitor and improve student academics. Core departments are provided EZ Data scanners and access to the Prosper program in order to identify strength and weakness of the students through formative and summative assessments.

Illuminate Software: All core departments are encouraged to analyze student progress using this software and the results are used to target specific areas of growth. Teachers use this information to focus on re-teaching classroom instruction. Starting July 2015 all Department Chairs received training and in an ongoing process as needed, for all teachers during the 2015-2016 school year.

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

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

### Staffing and Professional Development

#### 3. Status of meeting requirements for highly qualified staff (ESEA)

Robert F. Kennedy High School is continuously working toward assuring that all teachers are highly qualified to teach in each of the academic areas.

Within the core subject areas, there are 10 English/ELD teachers, 9 Mathematics teachers, 5 Science Teachers, and 6 Social Studies teachers.



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

Robert F. Kennedy High School continuously strives to ensure that all teachers are highly qualified to teach in each of the academic areas. Several staff members at RFKHS are in the early stage of their professional careers. They continue to develop professionally via education classes toward advanced degrees, clear credential classes and the Beginning Teacher Support and Assessment System (BTSA), a program that is administered jointly by the California Department of Education and the California Commission on Teacher Credentialing. Teachers who are in the BTSA program participate in professional development that is specifically geared to new teacher needs and concerns. There is also a Certificated Staff Mentoring Program (CSMP) and Peer Coaching geared to support new teachers. In addition, funding has been allocated as part of the Single School Plan for ongoing professional development in Explicit Direct Instruction (EDI), Differentiated Instruction (DI), CSU Early Assessment Program (EAP), Academic and Vocational Staff Development.

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

Robert F. Kennedy High School is dedicated to a continued emphasis on professional development. Professional development is rooted in assessments of student performance. District-wide, teachers in core academic classes meet in cohort groups to review assessments of their students' progress. The Assistant Superintendent-Educational Services dialogues with site administration as to the needs of the cohorts. Once a consensus is reached as to the needs of the cohort, the Assistant Superintendent addresses those needs by different means including release time for teachers to meet during the regular school day.

Both new and returning teachers in the areas of ELD, English, Mathematics, and Science have received District training in strategies and instruction of LEP students. There are District-wide informational meetings on current topics such as the API, the Annual Measurable Objectives (AMOs), the AYP, and the SBAC to keep teachers abreast of the ever-changing educational system. Additionally, the district continues to implement a late start schedule every other Wednesday to allow more teacher collaboration. On Wednesdays, teacher will meet to discuss content standards, curriculum and instruction, assessments, and department goals.

Staff development has been designed to help teachers align their courses to state content standards. Staff development is rooted in assessments of student performance. Over the last several years, through TIG (Targeted Improvement), Title I, Title II, Title III and EIA LEP, District efforts have been successful in supplementing our instructional programs. The staff meets every other Wednesday morning during PLC time to review student assessments particularly in English, ELD, Mathematics, Science, Social Studies, and Special Education. As we find more local evidence that particular school programs are effective in improving student achievement, the staff are trained in that program so that it can be implemented more widely. In addition, given our diverse student population, many of our teachers implement Specially Designed Academic Instruction in English (SDAIE).

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

Several staff members at RFKHS are in the early stages of their professional careers. They continue to develop professionally, via education classes, toward advanced degrees, clear credential classes and the Beginning Teacher Support and Assessment System (BTSA), a program that is administered jointly by the California Department of Education and the California Commission on Teacher Credentialing. Teachers who are in the BTSA program participate in professional development that is specifically geared to new teacher needs and concerns. There is also a Certificated Staff Mentoring Program (CSMP) and Peer Coaching geared to support new teachers. In addition, funding has been allocated as part of the Single School Plan for ongoing professional development in Explicit Direct Instruction (EDI), Differentiated Instruction (DI), CSU Early Advancement Program (EAP), Data Analysis, Interactive Notebooks, Cornell Note taking, and Academic and Vocational Staff Development. The skills garnered from these training sessions allow us to use research based methodology to improve the achievement of academic standards and ESLRs.

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.

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

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

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

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

### Teaching and Learning

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

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

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

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

Robert F. Kennedy High School is committed to ensuring that all students are involved in challenging learning experiences to meet the academic standards and the Student Learning Outcomes. Common Core standards and the Student Learning Outcomes serve as a foundation for our curriculum. Each department has course syllabi which reflect the standards that will be implemented. Besides this, standards and Student Learning Outcomes are posted on walls, in the form of posters, 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 agenda.

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

on-line for data analysis and accountability. If a student does not pass a class, whether due to a failing grade or a failing Benchmark, the student will be required to repeat the class during summer school or the following school year.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students who need additional help to demonstrate college readiness on the SBAC or proficiency on the CELDT receive support in the Extended Day classes. During these classes, students receive intense instruction on the particular subject strands of the particular test. Test preparation sessions are also offered during the semester in which the test is administered.

There is special academic support in place for ELLs. After students are identified through a Home Language Survey and diagnostic tests, their EL status is determined by their CELDT scores. They are then placed at the appropriate course level based on their CELDT, and teacher's assessment. Students at the beginning and the early intermediate EL levels receive English language support through intense instruction courses. The curriculum teaches listening, speaking, reading, and writing skills; and develops vocabulary using scaffolding, visual, and hands-on methods of instructions. Sheltered classes are provided to ELLs in all academic areas. Our school-wide focus this year is to increase academic achievement through writing across the curriculum, academic vocabulary development, and improving writing skills. All teachers, across the curriculum, are incorporating writing assignments and vocabulary lists to increase academic achievement.

The mathematics department has developed intervention courses for students who need additional intervention. These courses include a Mathematics Intervention Block Pre-algebra and Math Support.

Regarding English Language Arts, several intervention courses have been added which focus on students' reading and writing levels along with SBAC support, namely: Intermediate Grammar/Writing and Writing Support.

Intervention courses were also developed to better serve our special education student population. These interventions assist special education students with reading and fulfilling the graduation requirement of obtaining proficiency in math and English on the SBAC.

Intervention courses at RFKHS:

Course and Number of Sections

Career Writing 5

ELD Emerging Conversation/Vocabulary/Spelling 1

ELD Emerging Grammar/Writing 1

ELD Expanding Grammar/Writing 1

ELD Emerging Reading 1

ELD Expanding Reading 1

ELD Expanding Conversation/Vocabulary/Spelling 1

ELD Bridging Grammar/Writing 1

ELD Bridging Conversation/Vocabulary/Spelling 1

ELD Bridging Reading 1

Writing Support 11-12 2

Pre-Algebra 2

Math Support 3

Applied Math 1

Intervention 6

Credit Recovery 1

Resource 7

Co-Teaching 12

PAVE 10

Academic Support 8

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

All students at Robert F. Kennedy have access to the academic core. Students who are English language learners and those who are below grade level in Language Arts and/or Math are placed in ELD classes with state approved textbooks. Robert F. Kennedy High School has sufficient textbooks and materials for all our students. Our district provides Robert F. Kennedy High School with enough textbooks for each student in the areas of English, English Language Development (ELD), Reading, Mathematics, Science, Social Studies, Foreign Language, and Health. There is also sufficient lab equipment for our science classrooms. All textbooks are correlated to the State Standards in the core academic areas.

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

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

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

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

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

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

#### Opportunity and Equal Educational Access

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

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

Accelerated Language Academy (English Learners)

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

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

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

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

#### Transitional English Program (English Learners)

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

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

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

1. **Phonology:** Poor auditory and receptive phonological skills greatly impact students’ classroom participation and achievement. Acoustic approximations account for poor spelling and oral comprehension, as do vowel control issues affect oral reading fluency (Catts et al., 1999; Siegel, 1993)
2. **Morphology:** This group of students is fundamentally lacking in verb tense control, an area well researched and documented (Scarcella, 2002; Krashen & Pon, 1975). Incorrect use of verb forms permeates much of our LEP students’ writing and frequently inhibits expression.
3. **Syntax:** Recurring syntactic errors show minimal control of word order rules. Glaring examples are the use of prepositions, articles, modal auxiliaries and causative structures all seriously limit our LEP students’ ability to do grade-level literacy tasks in any subject area.
4. **Vocabulary:** Paradoxically, our students have not been taught much of the assumed school vocabulary. Their lack of knowledge of word families (democrat, democratic, democratize, etc.) is reflected in their low reading comprehension and improper word choice.

#### Counseling Services

Robert F. Kennedy High School strives to ensure that all students have access to the information they need in order to successfully complete high school. During the freshman year, all students meet with their counselor to map out a four-year plan of classes that they are required to take for graduation from high school. A parent signature is required to show that the parents are informed of the student’s four-year plan. Students meet again with the counselor their sophomore year to modify the four-year plan if needed. The counselors are always available to students to give advice about how they can attain an appropriate high school experience. Intervention is provided for students who are deficient in credits and at-risk of not meeting the four-year requirement plan. The counseling department implements remediation strategies for students who are not meeting the four-year plan such as: tutorial, summer school, Migrant Pass Program, and adult school.

#### Sophomore Counseling

Sophomore Counseling is provided to all students. The counselor sets up appointments with 11th grade students and their parents to discuss the student’s academic progress. At this conference, counselors explain educational options after high school,

academic progress toward graduation, and the SBAC results. A career goal is also explored.

#### Intervention Counseling

Intervention counseling is available to students who are deficient in credits, at risk of not graduating, or who need a few courses to remain eligible for 4-year universities. With the counselor's guidance, the parents and students are involved in choosing from a variety of options that will aid the student in not only graduating but going on to be college and/or career ready.

#### Extended Day

The Extended-Day Program is offered as a District-wide intervention program, designed to support student preparation for the CELDT, SBAC, or SAT/ACT. All junior students are eligible to attend a 55-minute after school program, offered Monday through Thursday. The administration and staff will use motivational strategies to encourage and acknowledge student progress. We are attempting to increase standardized test scores, SBAC proficiency rates to promote college-level readiness, and overall academic achievement. We hope to instill an attitude of "pride and accomplishment" as we work to meet our goals.

#### Special Education

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

#### Instructional Materials

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

#### Base Budgets

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

#### Technology

Resources are currently sufficient to support student achievement as delineated in the New School Construction grant. Supplies and materials which were acquired include: Elmo visual presentation cameras, audio lecture system, 3M Multimedia Digital Projectors, and the Illuminate Assessment System. These devices help students become more familiar with current technology; they also supplement instruction and monitor achievement. Additionally, we are in the works of instituting a distance education technology through the Rural Initiative Distance Education Project ("RIDE Project") for the purposes of increasing Dual Enrollment opportunities for high school students.

#### Library

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

#### Support Staff

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

### 14. Research-based educational practices to raise student achievement

The research-based actions listed here for improving ELD instruction and student learning derive from the work of a Superintendent's Task Force on English Learner Education Achievement that was convened to address early signs that progress in ELD for some student cohorts was declining. This task force featured broad leadership participation from all sites, as well as key district leaders, including the Superintendent. Over the next several months, the Task Force 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 (AMAO, CELDT, local assessments);
2. Developing a philosophical framework to guide ELD program design considerations, classroom instructional practices, professional development, and materials acquisition;
3. Designing and implementing a program design for ELD consistent with the district's philosophy.

Before embarking on these issues, several precepts related to organizational change and teacher improvement were discussed, and each guided the work of the Task Force.

#### Foundational Principles

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

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

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

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

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

Research Base: In *Connecting Districts to the Policy Dialogue*, educational researcher Julie Marsh summarized the findings regarding a school district's role in improving teaching and learning (Marsh, 2001). Leadership is crucial to helping schools improve teaching and learning, according to the report, especially the role of the superintendent. A key area for superintendents to be actively involved includes supervising and evaluating staff (p. 12). The studies reviewed showed that proactive districts had superintendents whose actions conveyed district norms. The practice literature on school reform and improvement emphasizes that in order to successfully “install” a new set of practices or a research-based design inside a school, school leaders will have to attend to the tricky problem of altering a school's organizational culture in ways that support new designs and practices (Fullan, 1991). Desimone (2002) suggests that crowded school agendas and competing interests can cause “administrator overload”, and suggests narrowing scopes of responsibility to increase focus and efficiency. Schein (1986) notes that organizational members need to hear consistent messages from their leaders about a change effort for it to sink in and become a reality.

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

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

#### The DJUHSD Philosophical Framework for ELD Instruction

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

1. English learners produce their way to higher levels of language competence; therefore, students must produce at least half of the language during every ELD lesson (50/50 rule).
2. Students will use complete sentences at all times.
3. Language teaching is driven by a clear and discrete English language skill objective.
4. English learners must be grouped by homogeneous CELDT levels for ELD instruction.

5. Teachers' skills and certain ELD methods are the critical factors in students' English learning.
6. English is the sole language of ELD instruction.

Research Based Practices in Core Curriculum:

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

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

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

### Parental Involvement

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

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

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

During Back-to-School Night, Parent Information Night, Student Orientation, and our Scholarship Recognition Nights, we make a concerted effort to announce, discuss, and explain our educational program. In addition to these events, the RFKHS counselor holds meetings in which parents can meet with them to discuss their son/daughter's progress, career interests, and a variety of other related topics in an evening counseling session. The counselor will discuss graduation progress, college entrance



requirements, elective selection, a four-year plan, and other topics needing clarification and explanation for continued educational success. Additionally, the counselor provides intervention counseling for at-risk students in the evenings.

- District - The district is an important source of leadership for school-wide reform. The Board of Trustees has been forward-looking in approving unique pilot programs and providing for a general state of readiness for the program in the first place. The superintendent has taken the lead in securing funding for school reform and in ensuring that school reform monies augment other categorical and general fund monies. The DJUHSD sends out a quarterly newsletter to parents in an effort to keep the parents involved in the District.
- Community – Currently, we are increasing the information in the community about our programs. The community has taken an active role in volunteering for many of our programs as well as conducting fundraisers to assist our academic programs.
- Psychologist – Provides support services for students in need of intervention. Helps students with strategies that allow them to increase learning during instruction. Provides recommendations to teachers on methodology and strategies to implement for a successful learning environment. Conducts social skills training to students to enhance academic success.
- Extracurricular Academic Development – Different methodologies, such as English language acquisition through music, has shown to improve academic achievement. Speech and Debate, Mock Trial, Band, Choir, etc. provides students with the opportunity to participate in co-curricular programs that will help students stay focused and increase their ability to read, think critically, and compose a variety of linguistic works.

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

16. 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: Parent volunteers also participate on committees such as School Site Council, Safe School Committee, ELAC, and others. Parents regularly attend, participate and assist in school functions ranging from field trips, extracurricular events, athletic events, and other programs. Parents have also been instrumental in the writing of the CTE grant, the development of the Parent Center, the creation of school plans, such as the Safe School plan, and the School-wide Program plan.

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

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

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

## Funding

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

#### Staff Development

As we describe above, extensive resources continue to be used to provide staff with scientific based staff development. Teachers are provided with the opportunity to participate in staff development through methodologies via EDI, Differentiated Instruction, Core Curriculum training, Common Core Standards workshops, and Data Analysis workshops.  
(Title I and Title III)

Budget: Title I	Amount	\$20,000.00
LCAP	Amount	\$37,200.00

#### Cohort Meetings - Alignment of Instruction to Standards and Student Learning

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 grant 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. Cohort Groups are weekly meetings of groups of ELD, English, Math, Science, Social Studies, and Special Education teachers which are aimed at providing support for implementing the standards-based scope/sequences and assessments for all courses in the academic core. These cohort meetings facilitate consensus building, problem-solving, mentoring, refinements/revisions of materials, and improved instructional practices. These cohort activities have been facilitated by the language arts consultant.

Budget: Title I	Cohort Meetings	Amount	\$10,000.00
LCAP	Collaboration	Amount	\$23,900.00

#### After School Tutorial/Intervention

Students who want to receive additional assistance in their regular course work are encouraged to attend After School Tutorial. After-School Tutorial supports student achievement in ELD, English, Mathematics, Science, and Social Studies. These department-based tutorial sessions are held at various locations around campus from Monday through Thursday. After school intervention is provided for students who need extra help in order to succeed academically. Our intervention courses include SBAC intervention classes, VIP classes for CELDT testing, and VIP classes for standardized test preparation. A late bus is provided for students who require transportation following the tutorial or intervention sessions.

Budget: Title I	After-School Tutorial/Intervention	Amount	\$10,000.00
LCAP	Tutorial/Intervention	Amount	\$32,200.00

#### Parent Meetings

Parent meetings are held regularly to inform parents of state and local assessments, learn strategies to help their son or daughter be successful in school, access computer programs, and utilize the parent center for parent workshops.

Budget: Title I	Amount:	\$5,000.00
LCAP	Amount:	\$9,900.00

#### Enrichment Activities

Enrichment educational activities such as field trips, school events, etc. are provided for students who achieve annual academic goals.

Budget: Title I	Amount	\$5,000.00
LCAP	Amount	\$10,000.00

#### Direct Services:

RFKHS makes a concerted effort in providing Direct Services to students in master schedule to assist in student achievement. In alignment with Common Core, DJUHSD will incorporate the Twenty-First Century Standards and the 4C's (Critical Thinking and

Problem Solving, Communication, Collaboration, and Creativity and Innovation) as part of the critical systems to ensure readiness for every student. Teachers are strategically been assigned intervention classes to increase student achievement.

Budget: Title I Amount: \$70,334.

#### Instructional Aides

Funded from Title I, EIA, Special Education, Migrant and TIIG, aides provide assistance on computers and one-to-one assistance to students enrolled in Reading, Math Support, and ELD classes. The aides assist with instructional formats outlined in the district adopted "Language" program for Reading.

Budget: Title I, Amount \$ 46,971.20

#### Math Coach

Funds from TIIG, Title I, Title III, and other appropriate programs have provided identified department-level cohort leaders with resource hours to support their teachers in implementing the standards-based scope/sequences, FACS, and Benchmarks. In the coming year, we see the need for additional resource hours as we expand our course offerings and incorporate the 4C's (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation) into our curriculum. (TIIG)

Budget: Title I Amount \$ 13,990.00

#### Title I School Allocation:

6th Periods	Amount \$99,447.00
Support Staff	Amount \$13,421.00
Learning Director	Amount \$70,334.00
Math Coach	Amount \$13,990.00
Summer Cohort	Amount \$18,000.00
SES	Amount \$48,000.00
Total Site	Amount \$453,983.00
Unallocated	Amount \$58,406.00
Total School allocation	Amount \$512,389.00

#### Title II School Allocation:

Learning Director	Amount \$35,321.00
School Allocation	Amount \$11,000.00
Total School allocation	Amount \$46,321.00

#### Title III LEP:

Local and State Assessment Coordinator Amount \$27,203

#### Title III Immigrant

RFK Amount \$3,600

### 18. Fiscal support (EPC)

The following is the Site Budget for 2017-2018:

Title 1	\$70,000.00
Title II	\$11,000.00

Title III Immigrant Education Prog.	\$3,600.00
College Readiness	\$52,600.00
Parent Training	\$2,000.00
Perkins	\$42,768.00
LCAP 0600	\$190,000.00

Site Total: \$371,968.00

## Description of Barriers and Related School Goals

**Socioeconomic Disadvantage: Poverty, Unemployment and Economic Outlook:** Delano's economy is based in agriculture and as a result, the local economy is affected by seasonal work patterns and uncertain weather conditions. Delano has an unemployment rate of 33.20%. The income per capita is \$11,150.00 with the average household income at \$35,176; that means 50% of households have an annual income below 35K a year with 20% at less than 15K per year. With a job growth of -2.5% and future growth over the next ten years predicted to be 1.78%, the economic outlook for Delano residents is not favorable. Furthermore, over the last several years, Delano has drawn a high number of immigrants from Mexico and to a much lesser extent, the Philippines. Our student population is made up primarily of two ethnicities: Hispanic (84.66%) and Filipino/Asian (11.42%) . With the large influx of immigrants, the average level of education has not been consistent. Many of those migrating to Delano are from rural communities with little or no formal education. This low level of education in addition to language barriers, creates an even greater challenge with literacy. Studies show an achievement gap exists among low socioeconomic students as a result of the lack of resources at home and because parents do not possess the language or educational skill necessary to offer their child(ren) assistance.

**Parental Involvement:** Although Delano has a strong sense of family and community, RFK still struggles to increase parental involvement at the high school level. Many students come from large extended families which have the potential to provide great support for them in their education. However, parents do not tend to be as active as they could be in their child's education. We have improved our communication with our parents through the Blackboard Connect automated phone call service, Aeries Parent Portal, through the use of the school marquee, and by taking advantage of our local newspaper, but as a school we need to continue to find creative ways to encourage more parents to participate in their child's education by improving communication with students, parents, and community members regarding all aspects of the school's academic programs, and especially student exit requirements, including the Smarter Balanced Assessment Consortium (SBAC)and the Formative Assessment Common Standards (FACS) [formerly Assessments of Core Exit Standards (ACES)].

A final barrier that RFK has is with student mental and physical health. A large percentage of our students do not have adequate medical care, which affects their education in many ways, primarily with attendance and the ability to concentrate. RFK has a full-time nurse, a full-time psychologist, and several other support services to help shore up this deficit and encourage students to be in school as often as possible.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	234	196	271	229	192	271	228	190	271	97.9	95.5	100
All Grades	234	196	271	229	192	271	228	190	271	97.9	95.5	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2604.8	2640.4	2629.2	24	38	32.47	38	35	36.16	21	21	21.40	16	6	9.96
All Grades	N/A	N/A	N/A	24	38	32.47	38	35	36.16	21	21	21.40	16	6	9.96

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	30	33	33.58	54	51	51.66	16	16	14.76
All Grades	30	33	33.58	54	51	51.66	16	16	14.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	34	53	49.08	50	39	38.38	16	8	12.55
All Grades	34	53	49.08	50	39	38.38	16	8	12.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	17	23	21.03	67	68	65.31	16	9	13.65
All Grades	17	23	21.03	67	68	65.31	16	9	13.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	41	53	40.96	50	44	51.29	10	4	7.75
All Grades	41	53	40.96	50	44	51.29	10	4	7.75

**Conclusions based on this data:**

1. Our conclusion based on this data is that 69% of our students either met or exceeded the standards overall in English Language Arts and Literacy.
2. In addition, the data shows that over 40% of our students met the above standard mark in Research/Inquiry and 49% of our students met the above standard in Writing. In addition, we English Learners have been improving for the last couple of years. In the last three years, 23% (2015), 28% (2016), and 33.8% (2017) of EL students met or exceeded standards on the CAASPP in ELA.
3. Ultimately, only 21% of our students met the above standard mark in the Listening range, which is a slight decrease from the previous year of 23%. In an effort to improve, we will continue to implement researched based strategies to improve in this area. In addition to, our English department, along with the History teachers, have adopted Listen Current, which is an online program that allows teachers to create custom assignments and specifically target listening and communication skills.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	234	197	271	229	192	271	227	191	271	97.9	96.5	100
All Grades	234	197	271	229	192	271	227	191	271	97.9	96.5	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2577.2	2608.5	2580.3	7	15	11.81	26	25	20.30	33	38	30.26	33	23	37.64
All Grades	N/A	N/A	N/A	7	15	11.81	26	25	20.30	33	38	30.26	33	23	37.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	17	26	23.99	46	41	34.69	37	33	41.33
All Grades	17	26	23.99	46	41	34.69	37	33	41.33

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	17	19	12.18	57	59	49.45	26	22	38.38
All Grades	17	19	12.18	57	59	49.45	26	22	38.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	16	17	15.13	59	65	60.89	26	18	23.99
All Grades	16	17	15.13	59	65	60.89	26	18	23.99

#### Conclusions based on this data:

1. Based on the data above 32% of our students, who tested, either met or exceeded the standards in Mathematics. This was a decrease of 8% from the 15-16 school year, but the number of students tested increased by 45%, from 190 juniors tested in 15-16 school year to 270 students tested in 16-17 school year.

2. In addition, 34% of our students were At or Near standard in the areas on Concepts and Procedures. There was a significant increase in students scoring below standard in Concepts and Procedures and Problem & Modeling/Data Analysis
3. Ultimately, an area of focus would be Concepts and Procedures as only 34% of our students were At or Near Standard in that area. Overall there was a drop in all areas in mathematics. We will continue to analyze student data throughout the school year in order to address areas of concerns.



## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	5	7	3	51	41	30	32	27	49	3	16	11	9	9	8
<b>10</b>	13	16	12	57	47	40	26	25	29	4	9	13		4	6
<b>11</b>	34	18	27	47	50	46	14	30	22	3	2	3	2		1
<b>12</b>	32	33	29	58	51	41	11	12	27			2		5	
<b>Total</b>	18	15	15	52	46	39	23	24	32	3	9	9	4	5	4

#### Conclusions based on this data:

1. Our conclusions based on this data are that over half of our students scored Advanced/Early Advanced. Kennedy has met growth targets for by improving English Learner progress. As we transition to ELPAC, we will continue to provide support to our English Learners.
2. The data also shows that 32% of our students scored intermediate and 9 percent scored early intermediate. Only 4% of our students scored beginning.
3. Preliminary data shows that English Learners at RFK have met AMAO 1 and AMAO 2 targets set forth by Title III Accountability guidelines. RFK continues to make a concerted effort to provide intervention after school in order to increase student achievement. Dashboard data for Spring 2017 indicates that the EL progress level was high.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	5	6	3	47	38	27	29	27	43	5	16	9	14	13	17
<b>10</b>	13	14	12	56	44	40	27	23	29	4	15	13	3	3	6
<b>11</b>	34	18	27	47	50	46	14	30	22	3	2	3	2	0	1
<b>12</b>	32	33	29	58	51	41	11	12	27	5	0	2	1	5	
<b>Total</b>	17	14	15	51	44	38	22	24	31	4	11	8	6	7	7

#### Conclusions based on this data:

1. Conclusion based on the data above shows that 61% of our EL students performed at the Early Advanced or Advanced level for the 2015-2016 school year. In 2015-2016, 73% of EL's met the previous AMAO 1 accountability measure
2. We are doing a good job overall which is evidenced based on the numbers as our students progress from grade to grade: The number of seniors who scored beginning and early intermediate was only 5% compared to the freshmen at 25%.
3. Given that 38% of our students scored Intermediate or lower, there is a continual need to provide appropriate support and interventions, such as ELD services, SDAIE strategies, and sheltered and CELDT VIP classes, to ensure that students do not truncate at the intermediate level on the CELDT.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Academic Achievement</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1 Improve the CAASPP in English for all students to 70%; EL's 38%; Math for all students to 33%; EL's in math to 11% LCAP Goal #1: Maintain and/or Increase UC a-g completion rates for all students. LCAP Goal #1: Improve the English Learner reclassification rate to 26%.  Priority 1: Basic Services: Ensure each pupil has sufficient standards aligned instructional materials in mathematics, science, social science, English Language Arts and ELD. Priority 2: Implementation of the academic content and performance standards including English Learner access to CCSS: Maintain 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation Priority 4: Pupil Achievement: Improve pupil achievement in statewide assessments in CAASP in English and Mathematics; Maintain and/or improve in UC a-g completion rates; Maintain and/or Improve English Learners Reclassification rate. DJUHSD goal for reclassification is 26% Improve 1% EAP college ready mathematics (to 32.5) every year over the next three years for all students and English Learner subgroup  Provide a systemic professional development for teachers and staff. Provide technology support plan support student learning. Increase parental involvement.

**SCHOOL GOAL #1:**

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

There is an academic achievement gap between all learners and the English Learner and Students with Disabilities subgroups as evidenced by this year's baseline data. We need to improve in preparing all students for college and/or career. This includes improving AP passing and dual enrollment rates. An additional area of identified need is to implement academic content and performance standards in courses provided to students with significant cognitive disabilities. DJUHSD intends to continue to provide the support to continue performing well on state academic and local assessments. The students at RFKHS will meet or exceed the 2016-2017 SBAC targets.

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

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

**Data Used to Form this Goal:**

CAASPP data from the SBAC in English and Math. Dashboard data is also used.

**Findings from the Analysis of this Data:**

RFK SBAC scores decreased slightly in 2016-2017 in English. There was a significant decrease for the math scores. However, we were still above the county and state results. An area of improvement is with students with disabilities. Our conclusion based on this data is that over 69% of our students met or exceed the standards overall in English Language Arts. We will continue to implement researched based strategies to improve in these areas. We continue to use Listen Current, which is an online program that allows teachers to create custom assignments and specifically target listening and communication skills.

WASC Critical Area for follow-up:

The VC has identified critical areas for follow-up:

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

**How the School will Evaluate the Progress of this Goal:**

We will continue to evaluate progress by using CAASPP results and the dashboard. We will continue to analyze FACS, Benchmark data during our late starts on Wednesdays and further refine curriculum. In addition, we will continue to monitor the effectiveness afterschool tutorial programs and support classes. We will analyze local data using the Illuminate Assessment system to track the progress of specific core standards.

Site Administration, Department Leadership, and the School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students including the percentage of fully credentialed teachers, percentage of school facilities in good repair, percentage of implementation of state standards, minutes of daily EL instruction provided to ELs, CAASPP results for all students and significant subgroups, CAPA results, UC a-g and CTE completer rates, EL progress on CELDT, EL reclassification rates, AP passing rates, and ACT and SAT scores.

This goal was also determined in consideration of the District LCAP goals and with the aim of ensuring direct alignment between the various goals and plans implemented at Robert F. Kennedy and in consideration of feedback from stakeholder groups during LCAP meetings, ELAC meetings, and SSC meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure all students are provided with high quality instruction by providing formal data analysis protocol for Stakeholder Meetings to refine the quality of instruction, curriculum, and assessments based on data analysis.	August 2017 to June 2, 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Conduct district and site stakeholder meetings for data analysis, outcome analysis, and performance analysis. LCAP Goal 1 Action 1. (LCAP and other funding)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	18,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase supplemental standards aligned textbooks/e-books for the core areas of English, Mathematics, science, and social studies. Improve technology implementation infrastructure to improve instructional strategies.	August 2017 to June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Purchase of supplemental materials aligned to the content standards. LCAP Goal 1 Action 3	4000-4999: Books And Supplies	LCFF - Supplemental	9,700.00
			Purchase of supplemental materials aligned to the content standards. Continue to purchase technology such as interactive projectors, tablets, graphic calculators etc. to enhance and improve student performance in attaining goals. LCAP Goal 1 Action 3	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
			Supplementary materials	4000-4999: Books And Supplies	Title I	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for teachers and systemic Professional Development aligned to academic content standards and are evidence based t to improve student outcomes. Examples: Explicit Direct Instruction (EDI), CPM, SDAIE, DOK, ELD, and Co-teaching.	August 2016- June 2017	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Provide professional development that is aligned to academic standards. LCAP Goal 1 Action 2.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,500.00
			(LCAP and Other Funding)			
			Supplemental materials	4000-4999: Books And Supplies	LCFF - Supplemental	3,500.00
			Professional Development materials, supplies, and equipment	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,500
			Instructional Strategies	1000-1999: Certificated Personnel Salaries	Title I	10,000.00
			Incorporate Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of questioning, DOK, and graphic organizers	1000-1999: Certificated Personnel Salaries	Title I	10,000.00
				1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	11,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide after school tutorials, Saturday School to assist in academic achievement, Intervention in Math, ELA, Science, Social Studies, and ELD.	August 2017-June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	After School tutorial and Saturday School will provide Academic Support for students who need additional help and/or need to make up homework/classwork . LCAP Goal 1 Action 6	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,000.00
			(LCAP and Other Funding)			
			Intervention, tutorials LCAP Goal 1 Action 7	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,200
			Staff and parents will work collaboratively to provide support for students who need intervention. Schedule Student Support Team meetings will be conducted based on student need.	1000-1999: Certificated Personnel Salaries	Title I	2,000.00
Provide opportunities for students to field trips to four year universities.	August 2017- June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Provide field trips to four year universities. LCAP Goal 1 Action 7	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00
			(LCAP and Other Funding)			
			Educational field trip/recognition	5000-5999: Services And Other Operating Expenditures	Title I	5,000.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Trainings to increase parental involvement.	August 2017- June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Provide parent trainings: Coffee with the Counselor; Aeries Parent Portal training; School Site/ELAC training LCAP Goal 1 Action 7	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,900.00
				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,200
Student/Staff Incentives	August 2017-June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Site administration will continue to coordinate resources toward student academic intervention and promote Incentives, rewards, and celebrations for student and staff recognition LCAP Goal 1 Action 9	4000-4999: Books And Supplies	LCFF - Supplemental	11,000.00
			(LCAP and Other Funding)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Funding	August 2017-June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Salaries for Nagib Obeid- Assistant Principal, Instructional Aide, Richard Lauricio-Tech Support Jeffrey Mateo-Tech Support George Mateo-Tech Support Alicia Santiago-Tech Support  Math Teacher Coach			
Class size Reduction	August 2017-June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	6th Period Assignments for Joaquin Alvarado Natalie Banuelos Gloria Boulet Alex Delgado Tatyana Folger Shawn McQuilliams James Sepsey			

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Career Readiness and Career Technical Education.</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2: Course access LCAP Goal #2: Maintain and/or increase UC a-g completers LCAP Goal #2: Maintain and/or increase AP passing results LCAP Goal #2: Improve in Physical Fitness results LCAP Goal #2: Maintain and/or improve in Visual Performing Arts and Mock Trial  Priority 7a: Course Access: Attain 100% of pupils have access to a broad course of study.  Priority 8 Pupil Outcomes: Improve AP passing rates in all subject areas; Maintain and/or improve UC a-g completion rates, Improve in all areas of the Physical Fitness test by at least 1%; Continue to perform or achieve in the top 35% of the competitors in visual and performing arts and Mock Trial. Improve CTE completers for the 2017-2018 school year.  Provide a systemic professional development for teachers and staff. Provide technology support plan support student learning. Increase parental involvement.
<b>SCHOOL GOAL #2:</b>
Robert F. Kennedy will continue to provide all students course access and to improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education. DJUHSD has identified the need for pupils with significant disabilities to have access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, DJUHSD goal is to continue to performing in the top 25% in visual performing arts, Mock Trial, and improve the physical fitness and AP Foreign Language to the 2017-2018 annual measurable outcomes.
<b>Data Used to Form this Goal:</b>
Local and State assessment data; UC a-g completion data; students completing CTE pathways; EAP results; AP and Physical Fitness data; results from competitions in visual performance and Mock trial.

**Findings from the Analysis of this Data:**

Based on state accountability measures, Robert F. Kennedy High School needs to continue to improve on students passing AP exams. After analyzing data, there was an increase of students passing AP exams, but there were more students who took AP exams. In regards to UC a-g completer rates, RFK increased to 54%. Results for the Physical Fitness were analyzed and determined the areas of improvement.

WASC Critical Areas for follow-up:

The VC has identified critical areas for follow-up:

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

**How the School will Evaluate the Progress of this Goal:**

RFK staff will monitor student progress through GPA checks, Scholarship warnings, student grades, and local and state assessments. All student-related data such as UC a-g completers, CTE completers, Physical Fitness, AP, EAP data will be reviewed and evaluated and shared with all stakeholders.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Formal data analysis protocol to Collaborate to refine and develop curriculum and assessment.	August 2016 to June 2017	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Refine curriculum and assessments LCAP Goal 2 Action 1  (LCAP and Other Funding)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,900.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide evidence based Professional Development opportunities for teachers and administrators that are aligned to content standards.	August 2016 to June 2017	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Professional Development that is evidence based strategies LCAP Goal 2 Action 2  (LCAP and Other Funding)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,300.00
			Supplemental materials to assist in professional development  (LCAP and Other Funding)	4000-4999: Books And Supplies	LCFF - Supplemental	900.00
				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,500.00
				1000-1999: Certificated Personnel Salaries	Title I	10,000.00
Supplemental Materials to support staff in meeting LCAP Goal 2. Improve technology infra-structure to improve instructional strategies.	August 2016 to June 2017	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Supplemental materials and supplies to assist in achieving goals. Continue to purchase technology (Interactive Projectors, tablets, calculators, etc.) to enhance and improve student performance to meet 21st Century Skills. LCAP Goal 2 Action 3 (LCAP and Other Funding)	4000-4999: Books And Supplies	LCFF - Supplemental	24,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide before school, after school, Saturday school, intervention, tutorials, to accommodate students needs. Improve parental involvement support to achieve goals.	August 2016 to June 2017	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	After School intervention to assist in LCAP goal 2 Action 5.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000.00
College and Career Visitations to promote and enhance students interest in college and careers.	August 2017 to June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	College and Career Visitations. LCAP Goal 2 Action 6	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00
Educational Consultant(s).	August 2017-2018	Site Administration	Mock Trial Consultant	1000-1999: Certificated Personnel Salaries	Title I	12,500.00
			Music	1000-1999: Certificated Personnel Salaries	Title I	5,000.00

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Culture/Environment/Parent Involvement</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #3: Continue to decrease expulsion rates to .15%. LCAP Goal #3: Suspension rate decrease by 3.1% LCAP Goal #3: Maintain and/or increase graduation rate to 97% LCAP Goal #3: Reduce chronic absenteeism rates from 13.7% to 13% LCAP Goal #3: School attendance rate from 96% to 96.2%  Priority 5a: Pupil Engagement: Increase student attendance rates and attain 96.2. Priority 5b: Pupil Engagement: Reduce chronic absenteeism to 13%. Priority 5: Pupil Engagement: Maintain and/or increase graduation rates. Priority 6a: School Climate: Reduce suspension rates from 3.5% to 3.1%. Priority 6: School Climate: Reduce expulsion rates  Provide a systemic professional development for teachers and staff. Provide technology support plan support student learning. Increase parental involvement.
<b>SCHOOL GOAL #3:</b>
Robert F. Kennedy will continue to provide all students with a high quality educational environment where they can take pride in their facilities and look forward to coming to school everyday. It will assist in reducing expulsions and suspension rates; increase graduation rates; increase parental involvement; and increase teacher contact with parents.
<b>Data Used to Form this Goal:</b>
Local and State assessment data; Parent Surveys; Blackboard connect; School events such as Back to School Night, ELAC, Coffee with the counselors; Honors to Scholars; graduation.

**Findings from the Analysis of this Data:**

Our district goal is to continue to increase parental involvement in the decision-making process. Additional identified needs for DJUHSD include improving pupil attendance; reduce chronic absenteeism; reduce the number of expulsions; improve students with disabilities subgroup graduation rate; and improve English Learner and students with disabilities subgroups suspension rates. RFK administration and teachers realize that parental involvement is critical and has a tremendous impact on student performance. In order to keep parents informed, we will continue to schedule monthly parent meetings with counselors to provide a variety of information such as graduation requirements, assist with FAFSA application, etc. This platform provides parents with the opportunity to ask questions regarding upcoming events, concerns related to the specific school year. In addition, the Aeries Parent Portal has been opened to allow parents to monitor their child's grades, attendance, graduation requirements, transcripts. The district suspension and expulsion rates need to be below state levels. RFK continues to monitor local and state assessment data, parent surveys, teachers surveys, and student surveys to assist in decreasing suspension and expulsion rates and increasing graduation rates and parental involvement.

WASC Related Critical Areas for follow-up:

The VC has identified critical areas for follow-up:

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

**How the School will Evaluate the Progress of this Goal:**

Robert F. Kennedy will evaluate the expulsion and suspension data, graduation data for the 2017-2018 school year. Site administration, instructional staff, discipline department, and counselors will provide updates during cohort meetings, leadership team meetings, advisory group meetings regarding student progress. Results will be reported to all stakeholders to review and evaluate programs to make sure we are meeting objectives.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote culture and school/district mission and vision. Foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting goals outlined in the LCAP priorities.	August 2017 to June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Foster an educational environment where students can attain academic success. LCAP Goal 3 Action 8	4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00
			LCAP and other funding	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,000.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase parental Involvement: Parent contact: Inform parents when students are not performing academically to expectations.</p> <p>Teachers will be responsible for calling or writing parents when students are not performing to expectations.</p>	August 2017 to June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Aeries Parent/Student Portal workshops LCAP Goal 3 Action 9 (LCAP and other funding)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,000.00
			Communicate with parents when students are at risk of failing (LCAP and other funding)	4000-4999: Books And Supplies	LCFF - Supplemental	300.00
			Translation Services (LCAP and other funding)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,500.00
			Coffee with Counselors: Educate parents on A-G requirements and High School graduation; Aeries Portal.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,800.00
			Parent Outreach	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,000.00
Systemic Professional Development: Evidence based intervention strategies.	August 2017 to June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Professional Development to improve strategies. LCAP Goal 3 Action 1 (LCAP and Other Funding)	4000-4999: Books And Supplies	LCFF - Supplemental	2,500.00
				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide before school, after school, Saturday school, intervention, tutorials, credit recovery to accommodate students needs	August 2017 to June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Tutorials, credit recovery, behavioral intervention LCAP Goal 3 Action 5  (LCAP and Other Funding)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,000.00
Instructional Activities and Field Trips	August 2017-June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Instructional activities and Field Trips to assist with LCAP goal 3 action 4  (LCAP and Other Funding)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,000.00
Supplemental Materials including technology to assist in achieving LCAP Goal 2.	August 2017-June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Supplemental Instructional materials including technology to assist with LCAP goal 3 action 2.	4000-4999: Books And Supplies	LCFF - Supplemental	4,800.00
				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500.00
Supplies/Equipment, and operating expense. Improve technology in the classroom.	August 2017-June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Supplies and equipment including technology supplies and operating expenses to assist with LCAP goal 3 action 4	4000-4999: Books And Supplies	LCFF - Supplemental	4,000.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic Achievement			
SCHOOL GOAL #1:			
<p>The District will support the students at RFKHS meet or exceed the Academic Achievement for the 2017-2018 school year. DJUHSD realizes that there is an academic achievement gap between all learners and the English Learner and students with disabilities subgroups as evidence by this year's baseline data. The district will continue to support efforts to improve and prepare students for college and/or career. This includes improving AP passing and dual enrollment rates. An additional area of identified need is to implement academic content and performance standards in courses provided to students with significant cognitive disabilities. DJUHSD intends to continue to provide the support to continue performing well on the state academic measures.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district will continue to ensure all students are provided with high quality instruction by utilizing time during day on Wednesdays for teachers to analyze data.	August 2017 - June 2018	District administration, Site Administration, Instructional staff, and counselors.				
Provide support for teachers and high quality professional development for teachers, administrators, and paraprofessionals.	August 2017 - June 2018	District administration, Site Administration, Instructional staff, and counselors.				
Continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies. Continue to improve technology infra-structure to improve instructional strategies in the classroom.	August 2017 - June 2018	District administration, Site Administration, Instructional staff, and counselors.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain the increased UC a-g offerings sections and the additional foreign language teacher. Provide dual enrollment opportunities.	August 2017 - June 2018	District administration, Site Administration, Instructional staff, and counselors.				
Provide support staff to improve student outcomes	August 2017 - June 2018	District administration, Site Administration, Instructional staff, and counselors.				
Continue to maintain intervention courses during the day and reduce class size as needed.	August 2017 - June 2018	District administration, Site Administration, Instructional staff, and counselors.				
Continue to provide opportunities to improve college readiness.	August 2017 - June 2018	District administration, Site Administration, Instructional staff, and counselors.				
Continue to purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals.	August 2017 - June 2018	District administration, Site Administration, Instructional staff, and counselors.				
Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts, recognition luncheons, field trips) for attaining or passing state indicators.	August 2017 - June 2018	District administration, Site Administration, Instructional staff, and counselors.				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Career Readiness and Career Technical Education</b>
<b>SCHOOL GOAL #2:</b>
The Delano Joint Union High School District will support Robert F. Kennedy High School for students 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 performing in the top 25% in visual performing arts, Mock Trial, and improve the physical fitness and AP Foreign Language to the 2017-18 expected annual measurable outcomes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The District will support RFKHS Foster an educational environment where students can attain academic success and to promote culture and parent involvement.	August 2017 - June 2018	District Administration, Site Administration, and Certificated staff.				
Ensure all students are provided with high quality standards (subject/CTE/CCR) aligned curriculum and instruction.	August 2017 - June 2018	District Administration, Site Administration, and Certificated staff.				
Continue to provide targeted evidence-based professional development opportunities for teachers, counselors, and administrators.	August 2017 - June 2018	District Administration, Site Administration, and Certificated staff.				
Continue to purchase supplementary materials, equipment and supplies to attain goals and student outcomes.	August 2017 - June 2018	District Administration, Site Administration, and Certificated staff.				
Offer CTE opportunities to decrease CTE completion gap.	August 2017 - June 2018	District Administration, Site Administration, and Certificated staff.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for students with disabilities.	August 2017 - June 2018	District Administration, Site Administration, and Certificated staff.				
Continue to provide visitations to four year universities, community colleges, and/or vocational institutions.	August 2017 - June 2018	District Administration, Site Administration, and Certificated staff.				
Continue to purchase technology to enhance and improve infra-structure to increase student performance to meet 21st Century Learning Skills.	August 2017 - June 2018	District Administration, Site Administration, and Certificated staff.				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in School Culture/Environment/Parent Involvement</b>
<b>SCHOOL GOAL #3:</b>
The Delano Joint Union High School District will support Robert F. Kennedy High School in providing all students with a high quality educational environment where they can take pride in their facilities and look forward to coming to school every day. Our district goal is to continue to increase parental involvement in the decision-making process. Additional identified needs for DJUSHD include improving pupil attendance; reduce chronic absenteeism; reduce the number of expulsions; improve students with disabilities subgroup graduation rate; and improve English learner and students with disabilities subgroups suspension rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district will continue to provide and support with systemic professional development on evidence-based strategies.	August 2017 - June 2018	District Administration, School Site Administration, and Instructional Staff.				
The District will continue to purchase supplementary instructional materials and supplies to attain student goals	August 2017 - June 2018	District Administration, School Site Administration, and Instructional Staff.				
The District will provide alternative educational settings in lieu of suspension and expulsion.	August 2017 - June 2018	District Administration, School Site Administration, and Instructional Staff.				
The district will continue to provide support, academic interventions and academic acceleration options for students to stay on track to graduation.	August 2017 - June 2018	District Administration, School Site Administration, and Instructional Staff	Mock Trial Consultant Music Consultant			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district will continue to provide before school, afterschool, Saturday and/or evening interventions and reduce class sizes for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.	August 2017 - June 2018	District Administration, School Site Administration, and Instructional Staff.				
The district will continue to purchase technology and fund maintenance of district web page to increase parental and community engagement.	August 2017 - June 2018	District Administration, School Site Administration, and Instructional Staff.				
The district will continue to maintain facilities clean and in good repair.	August 2017 - June 2018	District Administration, School Site Administration, and Instructional Staff.				
The district will continue to foster and educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.	August 2017 - June 2018	District Administration, School Site Administration, and Instructional Staff.				
The district will continue to promote parental involvement.	August 2017 - June 2018	District Administration, School Site Administration, and Instructional Staff.				
The district will continue to conduct district stakeholder meetings for data analysis, outcome analysis, and performance analysis.	August 2017 - June 2018	District Administration, School Site Administration, and Instructional Staff.				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic performance in local and state assessments**

**SCHOOL GOAL #4:**

The Delano Joint Union High School District will support Robert F. Kennedy High School's effort to continue to improve the academic achievement of all learners in the areas of English and math by ensuring structures are in place that enable students to more readily access grade-level content in the academic core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The District will support RFKHS in staff funding	August 2017 to June 2018	District Administration, Site Administration, and Instructional staff, district personnel	Salaries for Jeff Deguia-tech support	2000-2999: Classified Personnel Salaries	Title I	134,212.00
			Richard Lauricio-tech support			
			George Mateo-tech support			
			Alicia Santiago-tech support			
			Nagib Obeid-Assistant Principal	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	35,321.00
			Math/English Teacher Coach	1000-1999: Certificated Personnel Salaries	Title I	25,000.00
Class size Reduction	August 2017 to June 2018	District Administration, Site Administration, and Instructional staff, district personnel	6th Period Assignments for the following: Joaquin Alvarado Natalie Banuelos Gloria Boulet Alex Delgado Tatyana Folger Shawn Mcquilliams James Sepsey	1000-1999: Certificated Personnel Salaries	Title I	99,447.00

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	190,000.00
Title I	59,500.00
Title I Part A: Parent Involvement	2,000.00
Title II Part A: Improving Teacher Quality	11,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	142,100.00
2000-2999: Classified Personnel Salaries	5,500.00
4000-4999: Books And Supplies	67,700.00
5000-5999: Services And Other Operating Expenditures	47,200.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	79,600.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	62,700.00
5000-5999: Services And Other Operating	LCFF - Supplemental	42,200.00
1000-1999: Certificated Personnel Salaries	Title I	49,500.00
4000-4999: Books And Supplies	Title I	5,000.00
5000-5999: Services And Other Operating	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	136,500.00
Goal 2	80,100.00
Goal 3	45,900.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Raudel Rojas	X				
Mark Booc		X			
Vanessa Alcantar		X			
Wendy Wisheropp		X			
Anabel Jasso			X		
Mary Trujillo			X		
Jovana Gomez					X
Tannia Mariscal					X
Daniela Trujillo					X
Tony Counts				X	
Adriana Ochoa				X	
Saleh Alshami				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

WASC Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Raudel Rojas

Typed Name of School Principal

Signature of School Principal

Date

Wendy Wisheropp

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date