



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert F. Kennedy High School	15634120116384	April 8, 2021	April 13, 2021

Purpose and Description

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

Schoolwide Program

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

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

LCAP Goal 1 Action 1 Title II: Provide training and capacity-building to assist teachers, principals and other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (ESEA §2103).

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

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

LCAP Goal 1 Action 2

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

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

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

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

LCAP Goal 1 Action 3, 4, 5 and 7

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

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

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

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

LCAP Goal 1 Action 6

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

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

LCAP Goal 2 Action 1

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

LCAP Goal 2 Action 2

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

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

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

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

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

LCAP Goal 3 Action 1

Title II: Provide training for school personnel in identification and referral of students affected by trauma and at risk of mental illness (ESEA §1112).

LCAP Goal 3 Action 2, 3, 4, 5, 6, 9

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

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

Title IV: Foster a safe, healthy, supportive, and drug-free environment that supports student academic achievement (ESEA §4108). Title IV: Promote the involvement of parents in the activity or program (ESEA §4108).

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

At Robert F. Kennedy High School, we regularly ask our students, parents, and staff to respond to questions about students achievement and supports for student learning. All surveys are provided in English and Spanish. We have found that such an activity provides us with valuable feedback about how we are doing in our quest to provide an exemplary education to our students. Parent, student, and teacher surveys are conducted regularly (April 2020, July 2020, October 2020) to gauge instruction, student needs, and academic achievement. In March 2020, almost 100% of students completed the Technology Home Survey during their 6th period class to determine student device and connectivity needs. The results provided important data to ensure all students have access to materials and equipment during distance learning. In April 2020, parent surveys were conducted to further assess technology needs. Surveys are administered via personal phone calls, Blackboard Connect text message, and Microsoft Teams forms. In July 2020, parent and teacher surveys were administered to gauge learning needs for distance learning instruction. The surveys were also used to gauge instructional platform preference of parent, teacher, and students; student technology needs for participation in the educational program; and the effectiveness of current instructional practices on student learning. Nearly 80% of our parents participated in the survey. As a result of the July 2020 survey results, the DJUHSD purchased sufficient devices and hotspots to ensure all pupils are able to participate in the education program and complete assigned work.

Parent and student surveys were conducted again in October 2020 as an indicator to measure effective services and supports to address learning during COVID-19 school closures. With improving teaching and student learning and achievement as well as safety as our highest priority, an online survey was made accessible to parents and students beginning October 1, 2020 through October 7, 2020. During the school-wide Title I meeting, parents were informed of the survey and to expect an all-call via Blackboard Connect to be quickly followed by text message that would contain the link to complete the online survey. Parents who preferred to complete the survey on paper were provided with a hard copy. The survey was emailed to all students' Outlook email, sent directly to them through Teams chat, and were provided a link by teachers on their Canvas LMS landing page. Both students and parents were reminded daily to complete the survey. The survey was provided in English and Spanish.

One hundred percent of parent and student surveys conducted in October 2020 indicate that RFKHS provides a strong and challenging curriculum. Parents and students agree that they feel safe and connected to school during COVID-19. There is a consensus that our school's facilities are in good repair. Our school has sufficient standards aligned instructional materials in core subjects and provide a broad course of study. Approximately 94% of parents feel their children are provided with the supports and services needed to support student learning during distance learning. Parents and students unanimously agree that Robert F. Kennedy High School provides students with the resources and tools needed for learning acceleration. Over 1100 students were provided a laptop or Chromebook and over 500 students received a hotspot. The survey below identifies a slight disparity among parents and students. While parents agreed that Robert F. Kennedy High School involves them in the planning and decision-making process, almost 9% of students disagreed. All parents agreed that the school has effectively communicated regarding engagement in distance learning,

while 6% of students did not. Almost 100% of students agreed that the school provides effective services or supports to address learning loss during COVID pandemic distance learning.

The detailed results from this survey are below:

Parent Surveys - October 2020

- 100% of parents agreed that the school has sufficient standards aligned instructional materials in history, English, mathematics, science, and ELD
- 100% of parents agreed that the school facility is in good repair.
- 97.8% of parents agreed that teachers are appropriately assigned and fully credentialed in their subject area.
- 97.8% of parents agreed that the school has implemented the academic content standards for all students, including English Language learners, students with disabilities, and those who are gifted during COVID-19 school closures.
- 95.4% of parents agreed that the school involves parents in providing input in making decisions for the school/district.
- 95.7% of parents agreed that the school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.
- 92.1% of parents agreed that the school communicates with parents regarding engagement in distance learning instruction and academic progress.
- 91.1% of parents agreed that the school/district prepares students for college or career pathways.
- 94.8% of parents agreed that the district/school effectively addresses attendance (during COVID-19), dropout, and graduation.
- 98.1% of parents agreed that the school provides alternatives to suspension for minor offenses such as disruption or defiance.
- 93.8% of parents agreed that students feel safe while at school (including COVID-19 safety concerns) and students feel connected to school.
- 97% of parents agreed that the school provides access to a broad course of study.
- 94.3% of parents agreed that the school provides effective services or supports to address learning loss during COVID pandemic distance learning.
- 98.6% of parents agreed that students have access to connectivity and a laptop or Chromebook to participate in distance learning and complete their homework.

Student Surveys - October 2020

- 100% of students agreed that the school has sufficient standards aligned instructional materials in history, English, mathematics, science, and ELD
- 100% of students agreed that the school facility is in good repair.
- 100% of students agreed that teachers are appropriately assigned and fully credentialed in their subject area.
- 100% of students agreed that the school has implemented the academic content standards for all students, including English Language learners, students with disabilities, and those who are gifted.
- 91.2% of students agreed that the school involves parents in providing input in making decisions for the school/district.
- 97.7% of students agreed that the school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.
- 94% of students agreed that the school communicates with parents regarding engagement in distance learning instruction and academic progress.
- 91.1% of students agreed that the school/district prepares students for college or career pathways.

- 92% of students agreed that the district/school effectively addresses attendance (during COVID-19), dropout, and graduation.
- 93% of students agreed that the school provides alternatives to suspension for minor offenses such as disruption or defiance.
- 99.5% of students agreed that they feel safe while at school (including COVID-19 safety concerns) and students feel connected to school.
- 100% of students agreed that the school provides access to a broad course of study.
- 99.6% of students agreed that the school provides effective services or supports to address learning loss during COVID pandemic distance learning.
- 99.2% of students agreed that they have access to connectivity and a laptop or Chromebook to participate in distance learning and complete their homework.

Staff Surveys

In October 2020, the RFK staff completed a survey to gather feedback concerning the school's progress in meeting its WASC action items that are in alignment with its school-wide goals. The results are as follows:

- 100% of selected that our SPSA Goal 1, to which our WASC Critical Area 1 has been linked, has significant positive impact on our school community since our last WASC visit in February 2018.
- 100% of selected that our SPSA Goal 2, to which our WASC Critical Area 1 has been linked, has significant positive impact on our school community since our last WASC visit in February 2018.
- 100% of selected that our SPSA Goal 3, to which our WASC Critical Area 3 has been linked, has significant positive impact on our school community since our last WASC visit in February 2018.

During the 2019-20 school year, Individual departments were surveyed to provide feedback for a comprehensive needs assessments. attained full implementation of the state academic standards in the core subject areas as well as the subject areas of Visual Performing Arts, World Languages, Career Technical Education, Health Education, and Physical Education. The survey administered on September 18, 2019, focused on Priority 2: Implementation of State Academic Standards. The results based on a five point rating (1-Exploration, 2-Beginning, 3-initial, 4-full implementation, and 5-full implementation and sustainability) are noted below:

Instructional Materials

- Full Implementation and Sustainability in English language arts and English language development
- Full Implementation in mathematics, science, and history

Implementation of Standards

- Full Implementation and Sustainability in Health and Visual Performing Arts
- Full Implementation in Career technical Education, Physical Education, and World Language

Classroom Observations

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

At Robert F. Kennedy, the principal, two assistant principals and learning director regularly perform formal observations, and informal walk-throughs to evaluate instructional strategies and effectiveness of classroom management and lesson design. The formal observations are conducted as part of the evaluation process for provisional and probationary teachers; tenured teachers typically occurring on a biennial basis. The process of formal evaluations consist of a pre-conference; one or more formal observations of a full period; post conference(s) to provide teachers with immediate and effective feedback; and one or more walk-throughs (not a full period) to determine progress of instructional practices. Minimal modifications have been made to the evaluation process during the 2020-21 school year while classes are being held online.

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Robert F. Kennedy High School uses state and local formative and summative assessments to modify instruction and improve student achievement. Students are assessed regularly to track learning progress throughout the semesters. Teachers in the Mathematics, English, ELD, Science, Health, Social Studies, and 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, and class participation. Teachers conduct constant formative assessments to gather immediate feedback through checking for understanding practices, such as hand signals, quick-writes, asking questions throughout the lesson, warm-ups, closure activities, and skill/lesson summaries completed by students.

The Learning Director assists teachers with data analysis of assessment to evaluate student learning, target areas of growth, and set student goals. Educational programs such as Illuminate, Edgenuity, Aeries Grade Book, Canvas LMS, and Parent Portal make the collection and sharing of assessment data much easier. Teachers use Illuminate to access a standards-aligned, assessment platform that supports data collection and analysis. The program provides teachers with a holistic view of the whole student, combining assessment data, academic, social-emotional behavior, intervention and qualitative data to determine students' learning needs. Aeries.net provides parents and students with regular access to student progress. Teachers update their Aeries gradebook regularly, providing parents with the ability to monitor grades and daily attendance, and have access to their child's assigned teacher information. Instructions to create a parent/student portal account are included in the annual parent information packet that is mailed to every RFK student household. Counselors developed an easy-to-follow parent portal tutorial video and written instructions in English and Spanish that are available on our school website. Parents also received the link via Blackboard Connect all text to access the information.

During the school closure (COVID-19 pandemic), the DJUHSD built-in peer collaboration time to teacher's daily schedules for the evaluation of formative and summative assessment data to refine and modify instruction and improve student learning.

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

2018-2019 Academic School Year data:

Robert F. Kennedy High School continuously uses data to improve our educational program for pupils of low socioeconomic status and to close the achievement gap between those meeting the challenging State academic standards and those who are not meeting such standards. Our school will continue to conduct an annual needs analysis based on evaluation of data and current actions. All actions for federal funds will supplement and enhance local priorities. RFKHS will continue to provide homeless students with services outlined in the McKinney-Vento Act. Our goal is to ensure all students receive a high-quality education and close the achievement gap for English learners and students with disabilities. Robert F. Kennedy High School will monitor and evaluate the implementation and effectiveness of instruction and student learning through the use of local and state assessments. Pupil academic achievement will be measured through the use of local formative and benchmark (summative) assessment results in English and mathematics. Formative assessment data is collected daily through quizzes, assignments, and Explicit Direct Instruction (EDI) to gauge learning and refine and modify instruction and curriculum. Summative (benchmark)

assessment data will be collected and evaluated at the end of each term for effectiveness and refinement of instructional strategies and supplementary materials; social and emotional learning; and tutorials. This data will be used to inform ongoing decision making during staff collaboration time, school wide staff meetings, and parent meetings and trainings.

Robert F. Kennedy High School Students showed improvement in the new Smarter Balanced Assessment in English. In spring 2019, 66% of our 11th grade students were considered college ready based on the English Language/Literacy test results, surpassing the state average of 57%. Students showed an increase of 7% in Standard Exceeded, and 5% in Standard Met; an overall increase of 3% from spring 2018. While our students are performing at a lower rate in the Smarter Balanced Assessment in Math, RFK shows a slight increase according to spring 2019 CAASPP data. Based on the Smarter Balanced Assessment in Mathematics, 36% of our 11th grade students were considered college ready, surpassing the state average of 32%; a 4% overall increase from spring 2018.

With a slight increase in school enrollment in the 2019-20 school year, the number of English Learners also increased by 47 students (3%). Our English Learner enrollment number exceeds the state averages but remains steady over time. Our student population is a reflection of the Delano community, also known as an international community due to its diverse population. The RFK student populations is predominantly Hispanic and Filipino.

While we serve a high number of students who are English learners, RFK students are making progress in English proficiency. This success can be attributed to programs on our campus that target our ELL students and struggling learners. RFKHS has a strong educational program that is driven by high-stakes tests, as well as formal and informal assessments, and the Student Learning Outcomes by which we determine student achievement. Our educational program includes an after school tutorial program as well as strong support from our academic leadership teams and school administration. Department cohorts periodically make comparisons to assess our growth and areas of need. Lessons have been standardized and various assessment strategies are developed aiming to reinforce standards based instruction in all content areas.

The District's Curriculum, Instruction, and Assessment (CIA) team analyze and review needs assessment data correlated to the School Plan for Student Achievement for each of the school sites. The needs, goals and objectives are developed and reviewed with key stakeholders that include teachers, staff, parents, students, parent advisory groups and community members. The data analyzed includes SBAC, ELPAC and AP assessments. Once the data is collected, it is analyzed for achievement gaps and academic performance among subgroups as well as local and state averages.

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

ELPAC: RFKHS has made great strides in high-stakes exams. Based on the 2018 ELPAC data, it was determined that reading was one key area in need of improvement. The Common Core Standards stress a greater focus on critical and close reading of all texts and have a greater emphasis on informational and historical texts. As a result, curricular changes were implemented to increase reading strand scores. In order to continue improving student achievement in listening and speaking, students are encouraged to answer in complete sentences, teachers are integrating and emphasizing academic vocabulary, and students are using the English language, through active participation, at least fifty percent of the time. ELLs take the ELPAC test annually and according to their test scores, core class grades, and SBAC scores, are re-designated as Fluent English

Proficient (FEP), and monitored annually for progress. For the 2020-21 school year, class grades, state standardized tests and ELPAC are effectively used to monitor and re-designate English Language Learners (ELL's). Class grades are also used by teachers to recommend students for more challenging courses and appropriate academic placement.

PFT: All students in grades nine must be administered the Physical Fitness Test during February 2019 and May 2019. Any student who does not pass the test by the tenth grade is required to enroll in physical education. The Physical Education Department analyzes the PFT data to modify curriculum. While PFT testing has been postponed during the 2020-21 school year, data will be collected to continue monitoring student progress.

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.

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

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

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

Advanced Placement: The number of students taking AP courses continues to increase, 149 student in 2016 to 240 students in 2019. AP teachers, in conjunction with the administration, analyze the AP test results of their students. These examinations of AP test results are used to assess current teaching pedagogies and methodologies, scope and sequencing, assessments, and course materials. From these results, new goals are established.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Robert F. Kennedy High School teachers have done an outstanding job preparing all students, including ELs, socioeconomically disadvantaged, and students with disabilities for continued improvement on the SBAC. Robert F. Kennedy High School has a teaching staff of 55 certificated members. Three are on Provisional internships (PIP) and or STPs. RFKHS has 4 new, fully credentialed teachers with two or less years of experience. RFKHS admin makes every effort toward

assuring that all teachers are highly qualified to teach in each of the academic areas. Within the core subject areas, there are 10 English/ELD teachers, 9 Mathematics teachers, 5 Science Teachers, and 6 Social Studies teachers. All of the teachers have a bachelor's degree, a California teaching credential or are currently enrolled in a subject matter credential program, and some have earned master degrees qualifying them to teach dual enrollment courses.

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

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

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

- Distance Learning: Canvas Learning Management System (August)
- Technology in the Classroom: Office 365 - Sway, One Note, Stream, and Teams (Aug-Oct and as needed)
- Feeling Overwhelmed? Known Strategies Effective Educator Use (Oct & Feb)
- Managing Challenging Behavior through Effective Classroom Management (Oct & Feb)
- Feeling Overwhelmed? Known Strategies Effective Educator Use (Oct & Feb)
- In October: Inclusion; Academic Language Development for All; Differentiating Instruction; Student Centered Classroom (Oct)
- Practicing Creativity (Nov)
- Bridging the Gap; Utilizing Assessment to ensure all students are making meaningful progress (Dec)
- Making small group instruction meaningful and engaging (Dec)
- New teacher seminars (Jan, Feb, March): Being a dynamic Communicator; Expertise in Your subject; Being a Continual Innovator.

Ongoing evidence-based professional development activities for all teachers throughout the year include activities:

- One Note training (districtwide) in August to effectively integrate technology into curricula and instruction with additional follow-up trainings in November and January to refine instruction.

- PLC training (Aug, Feb, March, Summer), Illuminate training (Aug), Solution Tree Data Driven Analysis workshop (Aug), Data Analysis and How to Collaborate workshop (Jan) to assist teachers in using data from classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement.
- The Heart of Coaching strategies for academic coaches
- Thinking Maps, ELD, SDAIE, EDI, DOK, NCTM Best Practices, Science Institute and Learning Network, and KCTE writing and reading workshops to improve teaching and student learning.
- Activities that increase the ability of teachers to effectively teach children with disabilities, and English learners: Padlet and Goal book training that include sample lessons, UDL strategies and How to write IEPs; Training on autism, health care, and how to meet student needs; Proactive training for crisis intervention; Transitions Supports workshop; 21st Century training Classroom management; and Supporting Learning Disabilities.

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

Teachers continue to develop professionally toward advanced degrees, and clear credential classes.

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

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

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

meet the needs of teachers at RFKHS.

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

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

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

The district will continue to employ and utilize consultants who provide information on assessment, observation/evaluation instruments for teachers, literacy instructional strategies for second language acquisition and sheltered instruction, and knowledge of the ELD/ELA California State Standards. The Learning Directors, a trainer of trainers in EDI, will provide regular coaching in researched-based instructional strategies for subgroups.

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

Teacher collaboration fosters a collaborative culture that puts the students' learning first and turns a teacher's best practice into a schoolwide best practice. 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. Curriculum groups, most commonly referred to as a cohort, meet by grade level or subject to discuss the scope and sequence of courses and benchmarks. During weekly meetings, cohorts also discuss curricular issues, data analysis, rubric forming, SBAC preparation, and ELPAC results. Weekly formal and informal cohort and department meetings also allow teachers to share classroom management strategies, dialogue on current educational trends, share best practices, and assess the process of standardization. Teachers are also provided additional time when needed after school or on Saturdays to further refine and develop curriculum. In addition, teachers meet throughout the school year and the summer to discuss curriculum scope and sequence, local assessments, and any issues regarding

the implementation of both. Teachers work collaboratively to identify areas of growth and to ensure the scope and sequence and local assessments are as effective as possible.

Cohorts work together to focus on the following four critical questions:

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

DEPARTMENT GOALS

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

English and English Language Development Department

- Continue to identify essential standards for English 9 CP, English 10CP, English 11CP and ERWC.
- Refine scope-sequences to align to the identified essential standards for each course.
- Once essential standards are determined, Common Assessments will be refined so that they are aligned to the identified essential standards.
- A.C.E (Answer Cite Explain) writing format will be incorporated across all grade levels.
- Selected teachers will receive ERWC curriculum certification by attending Professional Development opportunities (ERWC)
- Continue and increase the use of Listenwise in grades 9-11 to improve on the Listening component of the SBAC test.
- Increase CAASPP to 68% of students meeting or exceeding standards on the SBAC tests

MATH Department:

- Identify essential standards for Algebra-1, Algebra-2, and Geometry.
- Refine scope-sequences to align to the identified essential standards for each course.
- Refine common assessments in Canvas Learning Management System to reflect the identified essential standards.
- Increase the use of technology in math classrooms. With the acquisition of new graphing calculators, teachers will use them to make emphasis in the connection between equations, graphs, and tables.
- Increase the use of the Illuminate software to grade our formative and summative assessments.
- Incorporate Hands-on activities to further engage students and increase conceptual understanding.
- Utilize the CAASPP IABs in grade levels 9, 10, and 11.
- Increase the use of technology in Math classes to make emphasis in the connection between equations, graphs, and table.

Science Department

- Continue to look for and implement inquiry-based lessons and activities that focus on the Essential Standards, Disciplinary Core Ideas, and Cross-Cutting Concepts as outlined in the NGSS standards.

- Routinely meet in Science cohort to analyze assessment data, examine and adjust pacing guides and instructional methodologies based on assessment data and teacher reflection.
- Increase the number of students passing the AP Physics and AP Biology tests by 20% over last year.
- Continue to modify, upload and administer formative and summative assessments on Illuminate and Canvas that are aligned with the Essential Standards.
- Continue to attend training webinars, seminars, and conferences that increase our ability to successfully implement NGSS Disciplinary Core Ideas, Cross-Cutting Concepts and Essential Standards in all Science courses.
- Continue to examine and modify the Biology CP, Chemistry CP, and Physics CP curriculum to meaningfully incorporate NGSS Earth Science Standards (ESS).

Social Science Department

- Identify essential standards that are applicable for online instruction for World History CP, U.S History, Civics and Economics.
- Refine scope-sequences to align to the identified essential standards for each course in this new online platform.
- Refine common assessments to reflect the identified essential standards while using the new curriculum online.
- Continue focusing on the four skills: Sourcing, Corroboration, Contextualization and Close Reading. Students will master the four Historical Thinking Skills through a variety of activities, lessons and exams.
- Continue working on uploading and administering the social science department assessments through Canvas and making them accessible for students.
- Refine content delivery to make appropriate and accessible for students online.
- Make improved communication efforts with parents and students

Administration holds monthly academic leadership team meetings. The team includes all site administration, head counselor, ASB Director, intervention counselor, and department chairs. The academic leadership team meets regularly to assess, evaluate, improve curriculum and address student needs/progress. The meetings are also held to convey pertinent information and recommendations. All District staff and school site faculty work together to ensure that each student benefits from a standards-based curriculum.

Teaching and Learning

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

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

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

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

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

All RFKHS students have access to appropriate textbooks and instructional materials in accordance with the Williams Act. Prior to the start of the 2020-21 school year, RFKHS purchased enough textbooks for each teacher to have a class set as well as for each student to take a textbook home. All science labs are adequately equipped with lab materials and equipment for student use.

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

Robert F. Kennedy High School is committed to ensuring that all students are involved in challenging learning experiences to meet the academic standards and the Student Learning Outcomes. Common Core standards and the Student Learning Outcomes serve as a foundation for our curriculum. Teachers in all core subject areas have worked to develop course outlines and to refine course scope and sequence so that each course is aligned to state standards. The scope and sequence for all courses in the academic core – ELD, English, Mathematics, Science, and Social Studies – are directly aligned to the State Standards (all teachers of a particular course use the same standards-based scope and sequence). Each department has course syllabi that reflects the standards to be implemented in alignment with its scope and sequence. Standards and Student Learning Outcomes are also posted in every classroom, administration building, offices, library, and cafeteria so that all students are continuously aware of the content area standards. Teachers have areas on their dry-erase boards that have a place for standards and the daily objective. All textbooks are aligned to the State Standards. Evaluation of instruction is based in part on the effective implementation of the established curriculum and the integration of the Student Learning Outcomes. During distance learning, students have access to standards and daily objectives on the course landing page in Canvas Learning Management System.

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

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

ELs also receive support based on their academic needs. ELD teachers use the Edge curriculum using a standards-aligned scope and sequence and text. ELA and ELD teachers have been trained in Listenwise, which develops students' vocabulary and listening skills. Training on the use of technology in the classroom is ongoing at Robert F. Kennedy High School.

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

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

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

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

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

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

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

CAREER PATHWAYS: RFK currently offers Performing Arts, Engineering Technology, Software and Systems Development, Business Management, Patient Care, Welding, Architectural Design, Residential and Commercial Construction, Medical Terminology, and Clinical Medical Assisting.

CREDIT RECOVERY: RFKHS has a credit recovery program available during seventh period Monday through Friday and also on Saturdays for students who need to recover credits in order to graduate. Students have the opportunity to recover high school and college prep credits in Edgenuity. The College Prep courses are A-G aligned and approved, so students can retake a course in order to be back on track and graduate 4-year university ready. Students are regularly monitored by teachers and counseling staff while working individually on computers using Edgenuity software.

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

TRANSPORTATION: Upon return to in-person instruction, the District provides a late bus so students who ride the bus may attend after school tutorials. Saturday transportation is also provided to attend Saturday academies.

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

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

Robert F. Kenned High school continuously evaluates the effectiveness of its support services. Student grade/progress reporting takes place four times per semester using the Aeries Program. Teachers regularly updated their gradebooks in Aeries for both parents and students to access and monitor student progress. The frequency of these reports is to monitor the progress students have in achieving the learning goals of the courses they are taking. Students are selected by teachers for Student of the Month based on our GOBAL campaign. Students are invited to an ice cream social where they are presented with a t-shirt and certificate.

Genuine when contributing to their community

Legitimate when using technology

Optimistic toward self-improvement

Broad-minded when considering career opportunities

Adaptable when solving problems

Loyal to the legacy of RFK

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

- 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 four campus supervisors aid the Assistant Principal with discipline, attendance, as well as the safety and security of the campus.
- School psychologist-assists students in coping with mental and emotional challenges that may hinder their academic performance.

Evidence-based educational practices to raise student achievement

Evidence-based Educational Practices

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

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

Genuine when contributing to their community

Legitimate when using technology

Optimistic toward self-improvement

Broad-minded when considering career opportunities

Adaptable when solving problems

Loyal to the legacy of RFK

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

RFKHS focus on the "Three Big Ideas of PLC"

1. A Focus on Learning

2. A Collaborative Culture

3. A Results Orientation

Teachers use PLC during scheduled collaboration time to focus on four critical questions:

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

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

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

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

- Explicit Direct Instruction
- SDAIE
- DOK
- Differentiated Instruction
- ELD Instruction
- Thinking Maps
- ELD Instruction
- Co-Teaching/Push-in Model

Parental Engagement

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

RFKHS faculty, staff, and administration feel that communication and involvement with parents is a vital component of the learning process. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote success, helping them feel more confident at school to help ensure student achievement. The Principal provides all stakeholders with a program overview of Title I; communicates the importance

of various methods of parent involvement; reviews school/parent/student compact and parent involvement policy; and the student benefits from parent involvement.

Our School Site Council is comprised of parents and community representatives, classroom teachers, other school staff, and students. Input from all stakeholders is gathered, including the English Learner Advisory Committee, District English Learner Advisory Committee, and WASC focus groups. These stakeholders work together to analyze data, engage in a comprehensive needs assessment, make planning/program decisions, and evaluate the effectiveness of these programs. Parent volunteers elect to serve on the School Site Council and ELAC/DELAC to review and evaluate school programs and services. Parents, students, and staff regularly attend, participate and assist in school functions ranging from field trips, extracurricular events, athletic events, and other programs. Parents and students have also been instrumental the creation of school plans, such as the Safe School plan, LCAP, and School Plan for Student Achievement.

Parent involvement was identified as an action item for improvement during the WASC visit in 2018. This past year, the school administration has taken necessary steps to increase parent engagement. The Principal developed the Home & School Connection newsletter that is shared monthly with parents, students, and community to share school information and updates. The newsletter is sent to parents via a text link, emailed to all students through Outlook and Teams, and shared on our social media pages. Our Student Activities Director regularly communicates with the Delano Chamber of Commerce to obtain information about community events. Robert F. Kennedy High Schools students and staff are encouraged/invited to participate in events such as the Cinco de Mayo parade, Harvest Holidays, Trunk or Treat, Street Fairs, Farmers' Market, and many more. The Assistant Principal of Student Support manages our social media accounts (Twitter, Facebook, Instagram, and Snap Chat). Our social media pages are rich with content. Our school website has been upgraded and is regularly updated with current information and news. Blackboard Connect is used to send communications through telephone all-calls or text messaging.

Robert F. High School provides parents and the community with many opportunities to be a part of our professional learning community. Before the school year even begins, the administration communicates with parents via an admission packet that includes a welcome letter from the school principal, a copy of the school's calendar, forms regarding free and reduced lunch, Back-to-School Night times and dates, and Aeries Portal steps to set-up their accounts. 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. Back to School Night, held once a year in late August or early September, provides the opportunity for parents to interact with teaching staff and administration. The evening begins with a meeting in the auditorium where the principal introduces the staff, and shares last year's academic success and the current year's goals and plans. Afterwards, parents are provided with their student's schedule and they then proceed to their child's first period class. Teachers have a ten-minute period to distribute a handout regarding curriculum, class goals, and expectations. Teachers

community of recent successes.

RFKHS holds various events/meetings to build parent capacity via a variety of programs and supports, including parent workshops during Coffee with the Counselor events. Coffee with the Counselor was initially started to hold quarterly conferences with parents to provide parents the opportunity to ask questions or share concerns regarding their child's academic progress, career interests, and a variety of other related topics. Counselors also share academic standing, college entrance requirements, elective selection, a four-year plan, and other topics needing clarification and explanation for continued educational success, such as but not limited to the following:

- Aeries Portal
- FAFSA
- College and Career Readiness
- School Resources
- The Importance of Social Emotional Education
- Managing Stress and Anxiety
- Gang Prevention
- Suicide Prevention

Parents and students are notified of the annual College Night event held in nearby Bakersfield each fall; this year held virtually. This event allows students and parents to obtain information from the dozens of colleges represented at this event. During in-person instruction, the district provides buses for those who wish to attend but need transportation.

Parents are provided opportunities to meet with teachers to assist them with instructional strategies to support their children at home. Parent engagement time is built into teachers' daily schedules for teachers to collaborate with parents concerning student progress and learning needs. The site formed a Technology Task Force to provide parents with support in accessing Aeries Parent Portal, Canvas LMS, or to answer any questions or concerns they may have. Parents were provided with the principal's work cellular phone number and email to contact her directly should they need immediate assistance. The school administration, Intervention Counselor, School Psychologist, Guidance Counselors formed the Reengaging Intentional Student Engagement (RISE) group. The program is student-centered; however, the services cause a ripple effect, uplifting not only student morale, but also inspires parents, school staff and the community.

9th Grade Orientation is held annually in the spring of their 8th grade year. Incoming freshmen and their parents are invited to attend the orientation to prepare and support families as their student transitions from middle school to high school. Parents and students are presented with school policies and procedures in attendance, discipline, and academics. Students meet their counselor who will work with them through graduation. The counselor communicates a-g requirements, graduation requirements, and more. Our Student Activities Director and Assistant Principal of Student Support provide information concerning clubs, sports, and all other extra-curricular activities that are available. The Associated Student Body officers provide students and parents with a campus tour. The evening ends in a centralized area where our clubs, sports, and academic departments have set up informational booths to showcase their team/group/department. Student

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

transitions from middle school to high school. Parents and students are presented with school policies and procedures in attendance, discipline, and academics. Students meet their counselor who will work with them through graduation. The counselor communicates a-g requirements, graduation requirements, and more. Our Student Activities Director and Assistant Principal of Student Support provide information concerning clubs, sports, and all other extra-curricular activities that are available. The Associated Student Body officers provide students and parents with a campus tour. The evening ends in a centralized area where our clubs, sports, and academic departments have set up informational booths to showcase their team/group/department.

Student Study Teams (SSTs) are also assembled when a student is not experiencing academic success. Parents, the student's teachers, and any relevant support staff (for example school psychologist and/or drop out intervention specialists) meet to develop an academic and behavioral plan to assist the student in question. Psychologist – Provides support services for students in need of intervention. Helps students with strategies that allow them to increase learning during instruction. Provides recommendations to teachers on methodology and strategies to implement for a successful learning environment. Conducts social skills training to students to enhance academic success.

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

The district is an important source of leadership for school-wide reform. The Board of Trustees has been forward-looking in approving unique pilot programs and providing for a general state of readiness for the program in the first place. The superintendent has taken the lead in securing funding for school reform and in ensuring that school reform monies augment other categorical and general fund monies. Our District holds monthly public meetings where the community is invited to attend and provide input.

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

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

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

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

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

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

Funding

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

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

Professional Development - RFKHS is a Professional Learning Community. Our teachers and administration were trained through Solution Tree to effectively implement PLC. DOK, EDI, every other year to maintain current expectation associated with teaching rigorous, standards-based content. English teachers participate in the Expository Reading and Writing institute (ERWC) in conjunction with the CSU system that focuses on reading and analyzing informational and

argumentative texts. Add CANVAS, Teams, NCTM best practices, KCTE Writing Workshops , UDL strategies for students with special needs, One Note training to integrate technology into curriculum, social-emotional learning professional development activities. NGSS - strategies to use Science, DATAworks Best Practices and Vocabulary Development, Kern Cue - Incorporate Tecn

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

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

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

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

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

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

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

Learning Software - Edgenuity, Listen Innovations
Supplemental instructional materials and equipment to support student learning will be provided to CD players for listening, enunciation and speaking, Essential Words, Scholastic readers, mathematical calculators, and supplementary reading materials. (add any other supplemental materials/equipment needed)

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

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

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

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

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

SBE.

Professional Development for Intervention Counselor: Provide high-quality training for school personnel that is related to suicide prevention, bullying, drug abuse prevention, human trafficking, school-based violence prevention strategies, and effective and trauma-informed practices in classroom management. This includes participating in Aggression Replacement Training, Applied Suicide Intervention Skills Training, and the Bullying Prevention Symposium.

Fiscal support (EPC)

The following is the Site Budget for 2020-2021:

Title I = \$642,460.00

Title II = \$46,949.00

Title III = \$35,871.00

Title IV = \$29,500.00

LCAP 0600 = \$2,955,821.00

LCP = \$2,049,479.00

Site Total = \$5,760,080.00

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Robert F. Kennedy High School in coordination with district-wide efforts, seek input from all stakeholders during the school year as part of the annual LCAP approval process. Stakeholders meetings are held with school staff, students, parents and a community forum. In addition, in planning for the School Plan for Student Achievement (SPSA), meetings are held with School Site Council, school staff, students, ELAC, Title I, and district administration. Robert F. Kennedy High School uses data in its departments to drive the curriculum. Students are assessed regularly, tracking their learning progress throughout the semesters. Teachers utilize multiple assessment tools. These include, but are not limited to standardized exams, teacher-developed tests, teacher-developed quizzes, chapter and unit tests, mid-chapter tests, benchmarks, multiple choice and essay exams, projects and portfolio assessments, performance tasks and labs, homework, and class participation.

A needs assessment analysis is conducted annually and reviewed by the District Curriculum and Instruction Advisory (CIA) and correlated to the SPSA. The needs, goals and objectives are also developed and reviewed with key stakeholders that include teachers, staff, parents, students, parent advisory groups and community members. The data that is normally analyzed includes SBAC, ELPAC and AP assessments and then broken down by subgroups, grade levels, and subjects. Due to the COVID-19 pandemic, State testing was cancelled resulting in no SBAC and ELPAC data for the 2019-20 school year. Instead, we analyzed a combination of data, such as AP assessments, A-G and CTE completers, English and Math grades, and graduation rates. The data was analyzed for achievement gaps and academic performance among subgroups as well as local and state averages.

To support students as soon as they enter high school, RFK collaborates with feeder schools in assessing students in English using their 8th grade SBAC scores to target needs for intervention. For the 2019-2020 school year, we created two sections for 9th grade math support and three sections for 9th grade English support. During the spring semester, English 9 support courses were collapsed to create eight sections of designated ELD to provide ELs the necessary support to develop English language skills.

Robert F. Kennedy High School students began the school year on a late start bell schedule with periods 1-3 and 4-6 on a daily rotation that includes parent engagement/peer collaboration time built into the teachers' daily schedules. Department Chairs use peer collaboration time to develop departmental goals and to review and analyze data amongst cohorts for implementation of best instructional strategies.

Robert F. Kennedy High School's SPSA has been reviewed, analyzed, and updated by all site stakeholders. During both program years, various stakeholder meetings were held to review and analyze the respective previous year programs to provide parents, teachers, students, and other staff the opportunity to make any recommendations for new actions. Data analysis, outcome analysis, and performance analysis were conducted to review what is working, what is not working, and if any modifications are needed. Robert F. Kennedy High School holds several stakeholder meetings during the school year which include parent advisories, parents, teachers, students, and other staff (.e., psychologist, nurse, discipline and attendance staff, and instructional assistants as follows:

2020-2021 SPSA Program Evaluation Stakeholder Meetings

January 22, 2020 - Certificated and Other Staff Stakeholder Meetings

September 29, 2020 - Title I School Wide Parent Meeting - Needs Assessment

October 20, 2020 - ELAC Meeting - Needs Assessment

October 20, 2020 - All Staff - Needs Assessment and review of final Learning Continuity and Attendance Plan

October 22, 2020 - School Site Council - Needs Assessment

October 29, 2020 - School Site Council - for final approval of 2020-2021 SPSA

In January 2020, Certificated and other staff reviewed and analyzed data during a stakeholder meeting. Teachers reviewed and analyzed data to assess actions for effectiveness in meeting student outcomes and provide recommendations for needs, which includes to continue with a dual enrollment clerk to assist in registering students for college courses, and maintain the additional security officer to improve student and teacher sense of safety. Other staff agreed with the proposed actions and communicated the current programs are beneficial to our students. Our RFK students were also in agreement with the proposed actions, and did not recommend any new actions during the January 2020 student stakeholder meeting.

For the 2020-2021 academic year, the site administration shared 2019-20 data results with school staff on August 11, 2020. On September 29, 2020 we held our annual school-wide Title I and English Language Advisory Committee parent meeting to share the importance of parent involvement in the planning process, school status and progress, supplemental programs and

services, Family-School compact information, including the opportunity to provide recommendations for the SPSA. During the Title I meeting, parents were informed that a link would be sent via Blackboard Connect text messaging to take the LCAP survey. Parents expressed they were pleased with the overall performance of the school. A virtual ELAC meeting was also held on October 21, 2020, where parents were given a needs assessment and opportunity to provide recommendations of new actions to improve student academic achievement.

On October 20th an all staff WASC meeting was held to provide all staff with an orientation of the WASC process and updates on the mid-term review progress report. During this meeting, the Robert F. Kennedy High School administration also presented the Learning Continuity and Attendance Plan and provided all staff a draft of the 2020-21 SPSA to conduct a comprehensive needs assessment when completing an online form for recommendations of new actions. A department chair meeting, consisting of site administration and instructional leaders, was held on October 20, 2020, to analyze academic performance data for teachers to add or modify actions. All staff were provided with a link to access an online form to submit recommendations for the 2020-21 SPSA. One teacher recommended additional summer school sections for English learners to meet elective credit graduation requirements. The teacher was informed summer school continues to be available for all ELs as part of the LCAP and is included in the Learning Continuity Plan. Overall, teachers concurred that all actions are effective in meeting the needs of all students with no further actions to be added to the 2020-21 SPSA.

On October 22, 2020, students, parents, community members, classroom teachers, and classified staff making up the School Site Council were able to review the SPSA for recommendations/changes. LCAP data analysis, outcome analysis and performance analysis were conducted. Administration agreed to maintain current actions. Administration also communicated the need to maintain a special education resource teacher to close the academic achievement gap in SBAC English and Mathematics. RFK will maintain an additional music teacher to provide access to a broad course of study; extended teacher duty so that teachers are available after school to help students and meet with parents; and an intervention counselor to reduce bullying, suspensions and expulsions. The School Site Council approved the 2020-21 SPSA on October 29, 2020, to be recommended for board approval on November 10, 2020.

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

The SPSA is scheduled to be approved by the Board of Trustees on Tuesday, November 10th, 2020.

WASC AND SELF-STUDY VISITING COMMITTEE REPORT

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

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

The school exhibits a positive climate and collaborative culture on campus. Students feel safe on campus and enjoys attending this school. Students and teachers have a passion and care for the school. Stakeholders take pride in every aspect of the school. RFK provides a variety of curricular

offerings for the student body such as AP courses, SPED, CTE Pathways, and general education classes. Students have opportunities to be connected to the school through various extra-and co-curricular activities including athletics and clubs. RFK uses the Aeries SIS/Gradebook system which connects parents, students, and teachers to academic progress. RFK has attempted to mainstream most SPED students in a Co-teaching model. Students that cannot handle these classes are placed in the PAVE program which focuses on the Emotional Disturbed students. Although the needs of the SWD are being met. There is a continued need to address the achievement gap that is present based on CAASPP scores.

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

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

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

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

The school has been revisiting its Action Plan/SPSA to address the needs identified in the school-wide areas of growth identified in the VC report while preparing for its mid-term virtual visit.

School-wide Areas of Strength

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

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

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

Robert F. Kennedy High School has been working to create a more systemic approach to professional development. This has resulted in school-wide professional-development focused on

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

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

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

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

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

Communication was an area which Robert F. Kennedy High School had already been working to improve. Since our visit, we have worked to strengthen our existing means of communicating with stakeholders, including staff, students, and parents. Our new principal, Dolores Rodriguez has continued the practice of our previous principal: sending weekly emails to staff about upcoming events and current happenings on campus. Our ASB has started sending daily emails with our morning announcements, ensuring that teachers have access to these announcements. Counseling staff have continued to hold evening events to provide parents the opportunity to keep up with their children's progress and to ask questions. Additionally, due to a District change in counseling hours, every week three counselors come in to work an hour later than teachers and remain after school an hour later, thus increasing afterschool availability for both students and parents to meet with the counselors.

Ongoing School Improvement

The schools action plan (SPSA) currently includes:

1. Provide a high quality education to improve college readiness and proficiency or standard met levels for all learners, including English Learners and foster youth, in all core academic content areas.
2. RFK will continue to provide all students course access and to improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical Education. DJUHSD has identified the need for pupils with significant disabilities to have

access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, DJUHSD goal is to continue to performing in the top 25% in visual performing arts, Mock Trial, and improve physical fitness and AP passing rates.

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

Comments on the following school improvement issues:

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

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

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

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

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

The WASC Visiting Committee provided the following existing factors that will support school improvement:

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

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

- No updated technology plan
- Limited parent involvement

- No clear Professional Development plan

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

Resource Inequities

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

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.24%			3
African American	0.73%	0.48%	0.47%	9	6	6
Asian	0.97%	0.89%	0.71%	12	11	9
Filipino	6.77%	6.94%	6.37%	84	86	81
Hispanic/Latino	90.40%	90.56%	90.8%	1121	1,122	1,155
Pacific Islander	%	%	0.24%			3
White	0.89%	0.81%	0.79%	11	10	10
Multiple/No Response	%	%	0.39%			0
Total Enrollment				1240	1,239	1,272

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	348	322	348
Grade 10	286	349	313
Grade 11	325	264	330
Grade 12	277	304	281
Total Enrollment	1,240	1,239	1,272

Conclusions based on this data:

1. Robert F. Kennedy's enrollment saw a large increase in the 17-18 (10%, 112 students) but has remained consistent for the 2017-2018 and 2018-2019 school years. There was a slight increase of 2% or 25 students for the 2019-2020 school year. During the 2020-21 school year, the student enrollment increased by 5% or 59 students.
2. Enrollment by student group has remained consistent over the years with 90% Hispanic/Latino..
3. As of October 8, 2020, there are 1333

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	284	311	358	22.9%	25.1%	28.1%
Fluent English Proficient (FEP)	711	673	649	57.3%	54.3%	51.0%
Reclassified Fluent English Proficient (RFEP)	101	53	43	32.3%	18.7%	13.8%

Conclusions based on this data:

1. There has been a steady increase in English Learners over the last two years. In 2018-2019, 2.2% increase; in 2019-2020 (3%); and in 2020-21,
2. The number of Fluent English Proficient Students for the 2019-20 school year by decreased by 3.3%.
3. Due to new reclassification criteria the number of Reclassified Fluent English Proficient (RFEP) decreased from 32.3% in the 17-18 school-year to 18.7% in the 18-19 school-year. The number of RFEP decreased by 13.8% in the 19-20 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	271	295	261	271	292	259	271	292	259	100	99	99.2
All	271	295	261	271	292	259	271	292	259	100	99	99.2

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

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

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

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

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

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

Conclusions based on this data:

1. The participation rate has always been over 99%. In 2019, nearly 66% of RFK students either met or exceeded the standards overall in English Language Arts. This is an increase of 3% over 2017-2018 school year.
2. In the overall achievement, there was a significant percent increase in the number of students exceeding standards, from 23.97% to 30.89%. In addition, the data shows that 38.61% of our students met the above standard mark in Research/Inquiry, a slight decrease (1%) from 17-18 school year. However 50% of our students met the above standard in Writing, a significant increase (10%) from the previous year.
3. RFKHS will focus continue to focus on the reading strand and will add emphasis to the Listening strand. 22.4% of our students met the above standard mark in the Listening range, which is an increase from previous year of 17.47%. Our students perform the lowest in the Listening Claim of the ELA CAASPP. In an effort to continue improving, we will continue implementing researched based strategies to improve in this area. In addition, our English department, along with the History teachers and Special Ed teachers, will continue to increase the use of Listenwise, which is an online program that allows teachers to create custom assignments and specifically target listening and communication skills. There is certainly a need to increase Literacy emphasis across the curriculum in all classes with more Reading, Writing, Listening, and Speaking. There is a need to engage students in reading and analysis, vocabulary building, reasoning and argumentative writing and citing factual non-literature and informational text. Interim Assessments are used to assist students in becoming familiar with test format and content.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	271	295	261	271	293	259	271	293	259	100	99.3	99.2
All	271	295	261	271	293	259	271	293	259	100	99.3	99.2

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

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

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

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

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

Conclusions based on this data:

1. RFKHS performed above the county average this past spring. In 2019, 36.30% of students either met or exceeded the standards in Mathematics, a significant increase of 4.56% from the previous year.
2. RFKHS students continue to perform the strongest in the Communicating Reasoning claim with 73.3% of our students At/Near or Above standards.

3. Concepts and Procedures remains our lowest performing claim. More application of mathematical concepts is needed along with tools and strategies to solve problems. Students need more exposure to these concepts along with a variety of instructional strategies to reinforce them. We will continue to analyze student data and provide instructional strategies throughout the school year in order to address areas of concerns.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1503.8	1541.7	1494.6	1543.7	1512.6	1539.2	80	98
Grade 10	1527.8	1532.9	1514.2	1535.0	1540.9	1530.3	65	86
Grade 11	1527.3	1539.4	1515.1	1532.5	1539.0	1545.8	48	57
Grade 12	1530.5	1518.5	1512.0	1510.3	1548.7	1526.0	24	32
All Grades							217	273

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	16.33	32.50	35.71	30.00	27.55	25.00	20.41	80	98
10	29.23	16.28	29.23	40.70	*	24.42	26.15	18.60	65	86
11	25.00	12.28	37.50	43.86	*	22.81	*	21.05	48	57
12	*	15.63	45.83	43.75	*	12.50	*	28.13	24	32
All Grades	20.74	15.38	34.10	39.93	22.58	23.81	22.58	20.88	217	273

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	26.25	30.61	36.25	34.69	22.50	24.49	15.00	10.20	80	98
10	41.54	39.53	24.62	26.74	*	20.93	20.00	12.79	65	86
11	47.92	24.56	27.08	47.37	*	10.53	*	17.54	48	57
12	*	21.88	58.33	50.00	*	6.25	*	21.88	24	32
All Grades	36.41	31.14	33.18	36.63	15.67	18.32	14.75	13.92	217	273

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	1.02	21.25	22.45	22.50	44.90	51.25	31.63	80	98
10	16.92	5.81	26.15	25.58	27.69	39.53	29.23	29.07	65	86
11	*	7.02	35.42	31.58	*	33.33	33.33	28.07	48	57
12	*	3.13	*	28.13	*	37.50	*	31.25	24	32
All Grades	10.60	4.03	26.73	26.01	24.42	39.93	38.25	30.04	217	273

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	25.00	10.20	56.25	71.43	18.75	18.37	80		98
10	35.38	10.47	40.00	63.95	24.62	25.58	65		86
11	33.33	1.75	50.00	66.67	*	31.58	48		57
12	*	3.13	83.33	59.38	*	37.50	24		32
All Grades	28.57	7.69	53.00	66.67	18.43	25.64	217		273

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	43.75	66.33	42.50	24.49	13.75	9.18	80		98
10	50.77	69.77	30.77	17.44	18.46	12.79	65		86
11	64.58	71.93	25.00	14.04	*	14.04	48		57
12	54.17	68.75	*	9.38	*	21.88	24		32
All Grades	51.61	68.86	35.02	18.32	13.36	12.82	217		273

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	6.12	25.00	53.06	68.75	40.82	80		98
10	21.54	13.95	36.92	53.49	41.54	32.56	65		86
11	*	3.51	41.67	54.39	45.83	42.11	48		57
12	*	12.50	45.83	53.13	45.83	34.38	24		32
All Grades	12.44	8.79	34.56	53.48	53.00	37.73	217		273

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	2.04	65.00	76.53	26.25	21.43	80	98
10	21.54	3.49	60.00	70.93	18.46	25.58	65	86
11	31.25	5.26	56.25	77.19	*	17.54	48	57
12	*	12.50	70.83	62.50	*	25.00	24	32
All Grades	19.35	4.40	62.21	73.26	18.43	22.34	217	273

Conclusions based on this data:

1. For the 2018 test year, after the reclassification we had 217 EL students, 18% of the school population. For the 2019 test year, after the new reclassification criteria we had 273 EL students, 21% of the school population.
2. Students performed the strongest in the Speaking Domain of the Oral Language component where 68.6% of students scored well developed. Overall students scored the lowest in the Reading Domain of the Written Language component where 12.4% of students scored well developed. In 2019, overall students scored the lowest in the Writing Domain of the Written Language component where 4.4% of students scored well-developed. To provide support, we continued to offer a 2-day English/ELD class after school for targeted EL students and Saturday English and ELD tutorial. The instructor for the class is our ELD teacher.
3. In 2019-2020, EL students are enrolled in a designated ELD course to ensure all EL students have the support they need to improve in English language acquisition.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1239	95.0	25.1	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	311	25.1
Foster Youth	4	0.3
Homeless	12	1.0
Socioeconomically Disadvantaged	1177	95.0
Students with Disabilities	147	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.5
Asian	11	0.9
Filipino	86	6.9
Hispanic	1122	90.6
Two or More Races	4	0.3
White	10	0.8






Conclusions based on this data:

1. RFK's enrollment has been in the mid 1200s for the past three years with over 90% Hispanic. Our second largest student group is Filipino with 6.8%. Our enrollment has increased to 1333 with over 90% Hispanic in the 2020-21 school year. Our second largest student group continues to be Filipino with 6.9%. The majority of our students are socioeconomically disadvantaged.
2. For the 2018-19 school year, the number of students that were EL at census day was 311 (25.1%). After reclassification and movement we had 273 students (21.5%) who took the summative ELPAC test. For the 2019-20 school year, the number of students that were EL at census day was 358 (28.1%).
3. The SWD group has been consistent the past three years, averaging 10% of student enrollment with a slight increase of 1.9% (16 students) in 2018-19.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Green		
College/Career  Green		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report









Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 39.7 points above standard Increased ++13.5 points 254	 Yellow 44.2 points below standard Increased Significantly ++16.2 points 85	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 37.3 points above standard Increased ++12.1 points 239	 No Performance Color 71.6 points below standard Declined -4.1 points 27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 6.9 points below standard Declined Significantly -43.7 points 15
Hispanic	Two or More Races	Pacific Islander	White
 Green 41.5 points above standard Increased ++14.3 points 233	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.3 points below standard	2.7 points below standard	25.4 points above standard
Increased Significantly ++16.8 points 53	Increased Significantly ++20.5 points 32	Declined Significantly -26.7 points 47

Conclusions based on this data:

- For the 2018 test year, RFK students were 26.5 points above three (above standard), a decline of 20.8 points from the previous year. For the 2018-2019 school year, ELA teachers analyzed the scores, increased use of Listenwise and modified the scope-and-sequences to address areas of concern. This led to an increase in the overall all percentage of students performing at or above standards (66%). For the 2019 test year, RFK students were at 39.7 points above three (above standard), an increase of 13.5 points from the previous year. English Learners were 65.5 points below standards for the 2018 test year and improved from the red to yellow range with a 16.2 increase in 2-10. During the 2019-20 school year, ELA teachers analyzed the scores, and proceeded with the use of Listenwise and the modified scope-and-sequence for continued increase.
- Our largest decrease for the 2019 test year in ELA was the Students With Disabilities subgroups where there was a 4.1 decrease from previous year, putting our Students With Disabilities at 71.6 points below standard. We recognize that the gap in achievement between SWD students and all students is an area of concern. To close the achievement gap, we have increased after school tutorial for SWD provided by an RSP teacher. At the same time, we are increasing our professional development in the areas cohort team collaboration and effective instructional strategies that support all students.
- Based on the increase of English Learner performance from the previous year, we will continue to decrease the gap in ELA scores as we continue implementation of interventions and professional development with an increased focus

on SWDs. RFKHS will continue to provide English learner students a designated ELD course to support English language achievement.

School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 50.2 points below standard Increased ++9.7 points 253	 Orange 132.3 points below standard Increased ++10 points 84	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 52.9 points below standard Increased ++8.7 points 238	 No Performance Color 156 points below standard Maintained ++0.6 points 27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color 53.1 points below standard Declined Significantly -31.9 points 15
Hispanic  Green 50.3 points below standard Increased ++11.7 points 232	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 156.3 points below standard Maintained ++2.6 points 52	Reclassified English Learners 93.5 points below standard Increased Significantly ++30.7 points 32	English Only 71.3 points below standard Declined Significantly -45.5 points 47
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Conclusions based on this data:

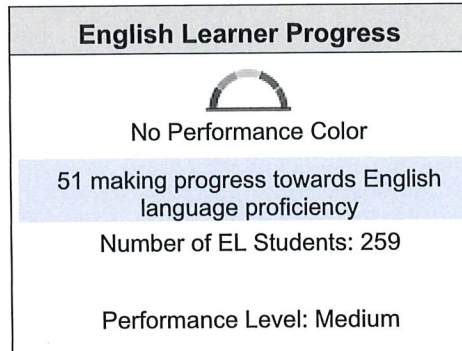
- While the overall school color range was green for the 2019 test year, English Learners were the subgroup in the orange, an improvement of 10 points moving ELs out of the red. The math department has increased the Saturday School Academy through the school year for continued improvement.
- For 2019 test year, we continued with two math coaches to support teachers with curriculum and instruction. Working with the coaches, the math department will continue to adjust the scope-and-sequences and the placement flow chart to provide all students the opportunity to do well on the SBAC test. As a result, for the 2019 test year, the overall percentage of students that met or exceeded standards increased by 4%, putting RFK above the state average.
- While Students With Disabilities was not a significant subgroup to have a color performance, it was the subgroup that had an increase of 19.6 points in the 2018 test year. To keep the momentum going, we instituted a SpEd designed tutorial after school to help support students, giving the subgroup a .6 increase in the 2019 test year. Tutorials will continue to be run by SpEd teachers.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.3	36.6	3.0	47.8

Conclusions based on this data:

1. The percentage of students that scored Moderately or Well developed was 54.8% compared to the state 65.2% in the 2018. We have offered professional development on EL instructional strategies and developed an instructional monitoring tool that specifically targets instruction geared for EL students. For example: Building vocabulary in lessons, increasing student talk time vs teacher talk time, and requiring students to speak in complete sentences.
2. Our goal is to move students from the level 1 and 2 to level 3 and 4 as the state ELPAC requirement for classifications has changed to a level 4. To support students, we now offer both ELD and English tutorial after school. Students are also encouraged to attend Saturday school when they need a place and time to complete their work or for further academic support.
3. We have also increased communication and teacher awareness on ELPAC test format, content, and students expectations during the test. We make sure that different departments: English, Math, Science, SpEd and Social Science are involved in the administration of the ELPAC test so that all departments know the significance of making sure that our EL perform their best.

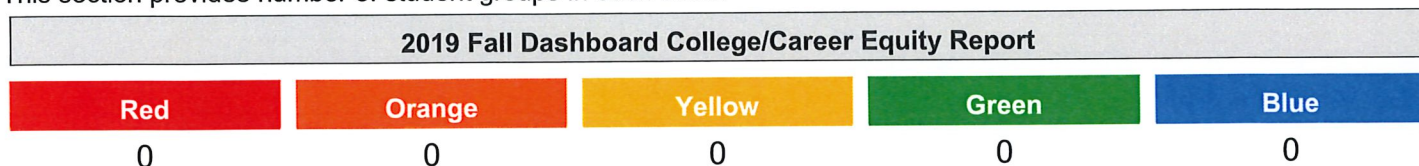
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Green 67.8 Increased +6.9 304	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
60.9 Prepared	60.9 Prepared	67.8 Prepared
18.8 Approaching Prepared	18.8 Approaching Prepared	20.1 Approaching Prepared
20.3 Not Prepared	20.3 Not Prepared	12.2 Not Prepared

Conclusions based on this data:

1. In 2018, the overall College/Career preparedness was in the green range with an increase of 7.1% from the previous year, placing RFK students at 60.9% College/Career prepared. This is 18.7% larger than the state average of 42.2%. In 2019, the overall College/Career preparedness is in the green ranges with a 6.9% increase. The percentage of students categorized as 'not prepared' has also decreased by 8.1%
2. There was an increase in every subgroup with the most significant increase in the students with disabilities subgroup; 7 points, followed by English learners subgroup; 6.9 points.
3. RFK continues to refine the existing 10 career pathways with increased articulated and dual enrollment courses. At the same time, RFK also increased the offerings of AP in 2018 by reinstating the AP U.S History course. Currently there are 11 AP Courses offered at RFK.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

0

Orange

0

Yellow

1

Green

0

Blue

2

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students



Blue

96.7

Declined -2.2

304

English Learners



Yellow

92.5

Declined -5

80

Foster Youth



No Performance Color

Less than 11 Students - Data Not
Displayed for Privacy

2

Homeless



No Performance Color

Less than 11 Students - Data Not
Displayed for Privacy

8

Socioeconomically Disadvantaged



Blue

96.7

Declined -2.2

299

Students with Disabilities











No Performance Color

82.1

Declined -10.8

39

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 95.7 Declined -4.4 23
Hispanic	Two or More Races	Pacific Islander	White
 Blue 96.7 Declined -2.1 272	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
98.9	96.7

Conclusions based on this data:

1. In 2018, graduation rates increased for all student groups: English Learners (+11.8%), Socioeconomically Disadvantaged (+7%), and Hispanic (+7.4%). In 2019, while all students continue to be in the blue (96.7%), all groups experienced a slight decrease.
2. Graduation rates remain very high for all students and two student groups in comparison: English Learners (92.5%), Socioeconomically Disadvantaged (96.7%), and Hispanic (96.7%).
3. Students With Disabilities had the most significant decrease, 10.8%, from 92.3% to 82.1%. An after school SpEd designed tutorial will be provided to students in need of academic support tutorials will continue to be run by SpEd teachers.

School and Student Performance Data

Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 2.4 Increased +1.1 1305	 Orange 3.9 Increased +1.8 335	 No Performance Color Less than 11 Students - Data Not 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 3 Declined -0.8 33	 Orange 2.4 Increased +1.1 1234	 Orange 3.2 Increased +1.9 157

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7		 No Performance Color 0 Maintained 0 12	 Blue 0 Maintained 0 88
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.6 Increased +1.3 1182	 No Performance Color Less than 11 Students - Data 4		 No Performance Color 0 Maintained 0 12

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	2.4

Conclusions based on this data:

- Overall, Suspension Rate has increased by 1.1% for all students.
- Suspension Rate is the lowest performance band, with all 4 subgroups in the orange. The Homeless decreased by .8% and Filipino subgroup maintained a zero suspension rate.
- The subgroups where the Suspension Rate increased was ELs (1.8%) and SWDs (1.9%). This is an area of focus for the current school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement

LEA/LCAP Goal

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

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

Goal 1

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

STUDENT LEARNING OUTCOMES

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

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

WASC Areas of Growth:

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

Robert F. Kennedy High School continues to work on creating a more systemic approach to professional development. This has resulted in school-wide professional-development focused on improving technology use and on the Professional Learning Community (PLC) process. We began implementing PLC during the summer of 2019 through the 2019-20 school year. With the guidance of Solution Tree, Robert F. Kennedy has been working through the steps to initialize, develop, and build true PLCs that will give our school a systemic process for identifying student and school needs and for ensuring our school is engaged in both regular and ongoing purposeful professional development.

Identified Need

The SBAC English language arts assessment results indicate an achievement gap for the English learners and students with disabilities subgroups when compared to the performance of all students. The English learner subgroup are in the very low performance level compared to a high performance level for all students. In SBAC mathematics, the English learners and Students With Disabilities are in the very low performance level compared to all students. RFKHS intends to continue providing the support needed to meet or exceed the performance outcomes. The unduplicated pupil count for Robert F. Kennedy High School is 94.8%. Accordingly, all services and actions are principally directed to increase or improve services for our unduplicated pupil population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 1(a): The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching.	Standard Met 0.5% total teacher mis-assignment.	95% of teachers will be fully credentialed and appropriately assigned
Williams Act Report Priority 1(b): Every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Education Code section 60119	Standard Met 0% students without access to their own copies of standards-aligned instructional materials for use at school and at home.	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home.
California School Dashboard Priority 2 (a): The implementation of the academic content and performance standards adopted by the state board.	Standard Met Professional Development <ul style="list-style-type: none"> Full Implementation in English Language Arts, Mathematics, History, and Science Full Implementation and Sustainability in English Language Development Instructional Materials <ul style="list-style-type: none"> Full Implementation and Sustainability in English Language Arts and English Language Development 	Maintain Full implementation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • Full Implementation in Mathematics, Science, and History <p>Policy and Program Support</p> <ul style="list-style-type: none"> • Full Implementation and Sustainability in English Language Arts and English Language Development • Full Implementation in Mathematics, Science, and History <p>Implementation Standards</p> <ul style="list-style-type: none"> • Full Implementation and Sustainability in health and Visual Performing Arts • Full Implementation in Career Technical Education, Physical Education, and World Language <p>Engage of School Leadership</p> <ul style="list-style-type: none"> • Full Implementation in identifying professional development needs of teachers providing support for teachers on the standards they have not mastered. 	
California School Dashboard Priority 2(b): How programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	<p>Standard Met</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Full Implementation in English Language Arts, Mathematics, History, and Science • Full Implementation and Sustainability in English Language Development 	Maintain Full Implementation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Instructional Materials</p> <ul style="list-style-type: none"> • Full Implementation and Sustainability in English Language Arts and English Language Development • Full Implementation in Mathematics, Science, and History <p>Policy and Program Support</p> <ul style="list-style-type: none"> • Full Implementation and Sustainability in English Language Arts and English Language Development • Full Implementation in Mathematics, Science, and History 	
<p>California School Dashboard & Dataquest</p> <p>Priority 4(a): Pupil achievement as measured by all of the following:</p> <p>(A) Statewide assessments administered pursuant to Article 4 of Chapter 5, part 33 or any subsequent assessment, as certified by the state board.</p>	<p>CAASPP English Language Arts</p> <p>All students 26.7 above standard</p> <p>ELs 53.1 points below standard</p> <p>SWD 94.1 points below standard</p> <p>CAASPP Mathematics</p> <p>All students 58.9 points below standard</p> <p>ELs 135 points below standard</p> <p>SWD 183 points below standard</p> <p>Hispanic 68.8 points below standard</p> <p>Socioeconomically Disadvantaged 65.1 points below standard</p> <p>California Alternate Assessment Level 3</p> <p>English 20%</p> <p>Mathematics 10%</p> <p>California Science Test (CAST)</p> <p>Met Standard</p>	<p>CAASPP English Language Arts</p> <p>All students 30.0 points above standard</p> <p>ELs 40.0 points below standard</p> <p>SWD 80.0 points below standard</p> <p>CAASPP Mathematics</p> <p>All students 50.0 points below standard</p> <p>ELs 120 points below standard</p> <p>SWD 170 points below standard</p> <p>Hispanic 60.0 points below standard</p> <p>Socioeconomically Disadvantaged 55.0 points below standard</p> <p>California Alternate Assessment Level 3</p> <p>English 40%</p> <p>Mathematics 30%</p> <p>California Science Test (CAST)</p> <p>Met Standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All students 19.73% ELs 0% SWDs 2.67%	All students 30.0% ELs 10.0% SWDs 5.0%
Priority 4(a) Pupil Achievement Statewide assessments as measured by all of the following: (B) the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University.	UC a-g completers: All students 63% ELs 37.5% SWDs 17.5%	UC a-g completers: All students 64% ELs 38% SWDs 18%
CALPADS Priority 4(a): Pupil Achievement as measured by all of the following: (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.	CTE Completers: All students 47.2% ELs 43.1% SWDs 43.0%	CTE Completers: All students 48.% ELs 43.5% SWDs 43.5%
CALPADS Priority 4(a) Pupil achievement as measured by all of the following: (D) The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	Both UC a-g and CTE completers: All students 31.4% ELs 17.9% SWDs 11.2%	Both UC a-g and CTE completers: All students 32% ELs 19.0% SWDs 12.0%
Dataquest Priority 4(a): Pupil achievement as measured by all of the following: (E) The percentage of English learner pupils who make progress toward English proficiency as measured by the	ELPAC Level 4 14.53% Level 3 37.2% SWDs Level 4 6.21% Level 3 13.66%	ELPAC Level 4 20% SWDs Level 4 & 3 High 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessments for California.		
Dataquest Priority 4(a): Pupil achievement as measured by all of the following: (F) The English learner reclassification rate.	Reclassification rate 20.1%	Reclassification rate 22.0%
College Board AP results Priority 4(a): Pupil achievement as measured by all of the following: (G) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	AP Passing: Number tested: 733 Number passed: 326 Percent passed:44.5%	Percent passed: 48.0%
Dataquest Priority 4(a): Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	EAP College Preparedness: English Language Arts All students 61.6% ELs 8.21% SWDs 16.13% Mathematics All students 32.39% ELs 2.42% SWDs 0.00%	English All students 62.0% ELs 10.0% SWDs 17.0% Mathematics All students 35.0% ELs 8.5% SWDs 5.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Goal 1 Action 1: High Quality Instruction

Ensure all students are provided with high quality instruction:

- Continue utilizing time during scheduled collaboration time for teachers to improve teacher quality; analyze data (SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments); and refine and modify instructional strategies.

- b. Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis.
- c. Continue funding a portion of salary increase to retain teachers and maintain consistent quality instruction for pupils.
- d. Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils receive equivalent quality curriculum and instruction through distance learning.

Learning Continuity and Attendance Plan:

Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils receive equivalent quality curriculum and instruction through distance learning.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,600.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Data Analysis, Collaboration, Refinement of Curriculum and Instruction
93,971.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Retention Salary Increase
134,278.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Professional Development during scheduled collaboration time for teachers
25,000.00	Learning Continuity and Attendance Plan Certificated Personnel Salaries & Benefits Data analysis and collaboration to refine instruction, curriculum and assessments
31,000.00	Learning Continuity and Attendance Plan Certificated Personnel Salaries & Benefits Distance Learning Curriculum and Instruction
10,000.00	Title I Certificated Personnel Salaries & Benefits Summer PD: Data Analysis, Collaboration, Refinement of Curriculum and Instruction

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 2: High Quality Professional Development and Support

Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals that is principally directed on improving the academic achievement of English learners, foster youth, and students of low-socioeconomic status.

- a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include Explicit Direct Instruction (EDI, CPM, SDAIE, DOK, ELD, Close Reading, Writing Strategies, PLC, NCTM Best Practices, Thinking Maps and Co-teaching.
- b) Continue to fund mentors for new teachers and teacher Induction support services.
- c) Maintain increased staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.

Learning Continuity and Attendance Plan:

Offer professional development opportunities for all instructional staff to provide technological support and support the distance learning program. Professional development for classroom instruction will focus on evidence-based instructional strategies to improve learning for English learners, students with exceptional needs, pupils performing below grade level, foster youth, and pupils experiencing homelessness. Social and emotional professional development opportunities will be offered to all staff.

Title I:

Provide professional development for teachers to improve learning for English Learners, students with exceptional needs, pupils performing below grade level, foster youth, and pupils experiencing homelessness.

Title II Part A:

Provide professional development to support effective instruction.

Title IV:

Provide professional development for counselors on federal financial aid and college workshops to include Youth 2 Leaders, College Board and UC/CSU workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,200.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Professional Development aligned to academic strategies
4,000.00	LCAP Supplemental & Concentration

	4000-4999: Books And Supplies Professional Development materials, supplies, and equipment
15,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Mentors for new teachers and teacher Induction support services
20,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Induction Program County agreement
41,723.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits PD - Instructional Strategies, social-emotional, technology, and distance learning program
65,000.00	Learning Continuity and Attendance Plan 5000-5999: Services And Other Operating Expenditures Professional Development to improve learning for subgroups
18,643.00	Title I Certificated Personnel Salaries & Benefits PD for teachers to improve learning for English Learners, students with exceptional needs, pupils performing below grade level, foster youth, and pupils experiencing homelessness.
11,000.00	Title II Part A: Improving Teacher Quality Certificated Personnel Salaries & Benefits Professional Development to Support Effective Instruction
20,000.00	Title I 5000-5999: Services And Other Operating Expenditures PD Depths of Knowledge
4,000.00	Title IV Certificated Personnel Salaries & Benefits Professional development for counselors
50,000.00	Title I Certificated Personnel Salaries & Benefits PD Data Driven Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 3: Supplemental instructional materials

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

Learning Continuity and Attendance Plan

1. Allocate resources for supplemental online instructional materials and no share instructional materials to support student learning. These online resources include Smart Suite to provide mathematical visuals to increase understanding; Listenwise and NewsELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Reading Horizons; and Mental Health Lounge for social and emotional education and support.
2. Purchase school supplies (pencils, pen, paper, binder) for pupils of families experiencing added financial hardship during this pandemic. This service is intended to improve learning and engagement of English learners, student with exceptional needs, socioeconomically disadvantaged pupils, and pupils performing below grade.

Provide no share instructional materials and supplies during COVID-19 pandemic.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Supplies and Materials
5,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Supplemental Materials
106,000.00	Learning Continuity and Attendance Plan 5800: Professional/Consulting Services And Operating Expenditures Supplemental Online
4,500.00	Learning Continuity and Attendance Plan 4000-4999: Books And Supplies School Supplies to improve learning and engagement
12,500.00	Title I 4000-4999: Books And Supplies Supplemental Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 4: Increased UC a-g and AP sections

Maintain the increased UC a-g and AP sections to increase the percentage of English learners, foster youth, and pupils of low socioeconomic status in satisfying UC or CSU entrance requirements.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

81,878.00

Source(s)

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits
Augment UC A-G/Dual Enrollment/WL Teacher

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 5: Support Staff

Provide support staff to improve student outcomes:

- Maintain ELD coordinators, school site Learning Directors, and Director of Instruction to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status.
- Maintain ELD Clerks, IT support staff, work-based learning clerk, homeless/foster youth support staff, and instructional assistants to improve learning and provide support for English Learners, foster youth and pupils of low socio-economic status.
- Fund three periods of a resource teacher in the area of special education to reduce the achievement gap in English and mathematics for students with disabilities.

Title II:

English language arts and mathematics academic coaches at each school site to help close the academic achievement gap.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
34,629.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits EL Support Staff
88,683.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Support Staff - ELD Clerks, Instructional Aides
49,801.00	Title I Certificated Personnel Salaries & Benefits Director of Instruction
176,944.00	Title I Certificated Personnel Salaries & Benefits Learning Director
132,829.00	Title I Classified Personnel Salaries & Benefits Support Staff - ELD Clerk, Instructional Aides
35,949.00	Title II Part A: Improving Teacher Quality Certificated Personnel Salaries & Benefits Academic Coaches
35,871.00	Title III Classified Personnel Salaries & Benefits Instructional Assistant

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity**Goal 1 Action 6: Supplemental**

Continue to maintain:

- Reading, writing and mathematics intervention during the day.
- Academic tutorials for intervention, AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects.
- Summer school to provide ELD, supplemental instruction for students not meeting standard, increase dual enrollment opportunities, and core academic make-up classes.
- Additional two math and one English teacher class size reduction teachers

- e. Reduced class size for students not attaining standard.
- f. Instructional field trips to supplement learning.
- g. Incentives for students completing intervention program.
- h. Transportation and the additional bus driver for summer school and the tutorials.
- I. Fund an additional bus driver to transport students to other district schools for access to a broad course of study and to close the CTE completion gap for English learners and students on an active IEP.
- J. Implement Saturday and spring academic boot camps for CSI school and to close the academic achievement gap for English learners and students with disabilities.

Title I Homeless Youth Services:

- Defray excess cost of transportation to continue in the school of origin
- Provide homeless youth with school supplies and school uniforms, if required, including supplies distributed at shelters or temporary housing facilities

Title IV:

- Provide accelerated learning courses for incoming 9th grade pupils during summer school
- Provide transportation and resources for students to participate in college programs
- Provide field trips and supplemental instructional materials for world language, history, music, and other activities to support students access to, and success in, a variety of well-rounded education experiences.

Learning Continuity and Attendance Plan:

Provide resources to establish extra bus routes to ensure pupil safety and social distancing when in-person instruction is authorized to increase learning for English learners, foster youth, and socioeconomically disadvantaged pupils.

These actions are principally directly to improve the academic achievement of English learners, foster youth, and pupils of low socioeconomic status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Intervention and Tutorials
900.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Intervention and Tutorials

2,300.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Instructional Field Trips
1,050.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Incentives
13,804.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Intervention
293,054.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits CSR English (2) & Math (5)
166,294.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Reduced Class Size (21 sections)
130,979.00	Learning Continuity and Attendance Plan Certificated Personnel Salaries & Benefits Reduced Class Size or Students Not Attaining Standard
40,000.00	Learning Continuity and Attendance Plan Certificated Personnel Salaries & Benefits Provide resources for extra bus routes to ensure student safety for in-person instruction to increase learning for ELs, foster youth, and socioeconomically disadvantaged students
111,493.00	Title I Certificated Personnel Salaries & Benefits Class Size Reduction
5,000.00	Title I 4000-4999: Books And Supplies Provide homeless youth with school supplies and school uniforms, if required, including supplies distributed at shelters or temporary housing facilities

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 7: College readiness and supplemental services

Continue to provide opportunities to improve college readiness by:

a. Funding UC a-g online program to make up coursework.

- b. Allocating resources for AP exam and dual enrollment fees.
- c. Providing visitations to four year universities, community colleges and post-secondary institutions.
- d. Conducting parent trainings/workshops on readiness for college and career.

Title IV:

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

Learning Continuity and Attendance Plan

Provide the necessary technology to ensure all pupils have access to connectivity and sufficient devices (for one-to-one) for all students to participate in the educational program and complete assigned work (student and teacher devices, hotspots, document cameras, flash drives for students).

Purchase the necessary online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement (Microsoft Teams, Canvas, Zoom, Nepris, etc.).

Upgrade the technology infrastructure to support uninterrupted distance learning instruction.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures University and College Field trips
1,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Parent Trainings
1,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Parent Trainings
26,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures AP Exams/Dual Enrollment
975,000.00	Learning Continuity and Attendance Plan 4000-4999: Books And Supplies

	Provide the necessary technology for all pupils to have access to connectivity and sufficient devices (for one-to-one) for all students to participate in the educational program and complete assigned work (student and teacher devices, hotspots, document cameras, flash drives for students).
11,000.00	Learning Continuity and Attendance Plan 5000-5999: Services And Other Operating Expenditures Online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement (Microsoft Teams, Canvas, Zoom, Nepris, etc.)
6,000.00	Title IV 4000-4999: Books And Supplies Provide technology capacity and infrastructure to improve student access to the technology and online resources.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 8:Technology

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Technology
8,200.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Technology/Illuminate Data System

450,000.00

Learning Continuity and Attendance Plan
5000-5999: Services And Other Operating
Expenditures
Upgrade the technology infrastructure to support
uninterrupted distance learning instruction.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 9: Student and Staff Recognition

Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for attaining or passing state indicators.

Recognition of students and staff is principally directed to recognizing the attainment of State standards and state metrics of English Learners, foster youth and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000.00

Source(s)

LCAP Supplemental & Concentration
4000-4999: Books And Supplies
Student and Staff Recognition

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. These stakeholders are proud of the academic achievements attained by our school. During the 2018-19 school year, these achievements include the SBAC English (65.64% met standard RFK) surpassing county (50.87% met standard) and state levels (57.27% met standard). Similarly, the SBAC mathematics of 36.34% (RFK) meeting standard exceed county and state(32.34%) rates as well. Students with disabilities who took SBAC English California

Alternate Assessment performed extremely well with 53.8% (district-wide) at level 3 (the highest level).

Our students continue attain high University of California UC a-g completion rates of 66% and a 'High' on the College and Career Indicator . Similarly, the RFKHS English Learner Progress on the English Language Proficiency Assessment proficiency of 60.7%. The stakeholders concurred the outlined actions and services are appropriate.

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

There are no significant differences in budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A couple of changes were added to this goal. Due to transitioning to distance learning during the COVID-19 pandemic, necessary changes were made to ensure all students and teachers have the necessary supplies and equipment to be successful. These added actions are principally directed to improve services for English learners, students with disabilities, foster youth, homeless youth, and socioeconomically disadvantaged pupils.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Career Readiness and Career Technical Education

LEA/LCAP Goal

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

Goal 2

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

STUDENT LEARNING OUTCOMES

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

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

WASC Areas of Growth:

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

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7: The extent to which - (a) Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	Standard Met Access to a Broad Course of Study Fall 2019 Survey 97% Pupils agree 99.7% Parents agree Dual Enrollment 2018-19: 79.3% pupils earned dual enrollment credit College and Career Indicator 2019: All students 76.3% ELs 58.1% SWDs 38.8%	Standard Met Access to a Broad Course of Study Survey 97% Pupils agree 99.7% Parents agree Dual Enrollment: 80% pupils earning dual enrollment credit College and Career Indicator 2019: All students 76.3% ELs 58.1% SWDs 38.8%
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7: The extent to which - (b) Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	Standard Met Access to a Broad Course of Study Fall 2019 Survey 97% Pupils agree 99.7% Parents agree Dual Enrollment 2018-19: 79.3% pupils earned dual enrollment credit College and Career Indicator 2019: All students 76.3% ELs 58.1% SWDs 38.8% Homeless 46.4%	Standard Met - Access to Broad Course of Study 98% Pupils agree 99% Parents agree College and Career Indicator: All students & English learners Maintain 'Very High' Performance Level Attain 'High' Performance Level: SWDs Homeless
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7: The extent to which - (c) Pupils have access to and are enrolled in programs and	Standard Met Access to a Broad Course of Study Fall 2019 Survey 97% Pupils agree 99.7% Parents agree	Standard Met - Access to Broad Course of Study 98% Pupils agree 99% Parents agree

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
services developed and provided to individuals with exceptional needs.	Dual Enrollment 2018-19: 79.3% pupils earned dual enrollment credit College and Career Indicator 2019: SWDs 38.8%	College and Career Indicator: Attain "High" Performance Level: SWDs
Dataquest, CALPADS, College Board AP passing, PPAACC finals Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	World Language: AP Passing 80.8% State Seal of Biliteracy 14.5% Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity 64.9% Body Composition 51.4% Abdominal Strength 88.7% Trunk Extension 91.2% Upper Body Strength 63.6% Flexibility 79.3% Visual Performing Arts RFK Band: 1st RFK Percussion: 1st RFK Concert Choir: Unanimous Superior Career Technical Education Completers All Students 47.2% ELs 43.1% SWDs 43.0%	World Language: AP Passing 82% State Seal of Biliteracy 20% Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity 65.5% Body Composition 53% Abdominal Strength 89% Trunk Extension 91.2% Upper Body Strength 65% Flexibility 80% Visual Performing Arts RFK Band: 1st RFK Percussion: 1st RFK Concert Choir: Unanimous Superior Career Technical Education Completers All students 48.0% ELs 43.5% SWDs 43.5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 1: High Quality Instruction

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

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

Learning Continuity and Attendance Plan

Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils receive equivalent quality curriculum and instruction through distance learning.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Development and Refinement of Curriculum
67,039.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Collaboration Time Professional development, refine curriculum and instruction
10,000.00	Learning Continuity and Attendance Plan Certificated Personnel Salaries & Benefits Extra duty time for teachers for curriculum development in Canvas to ensure pupils receive equivalent quality curriculum and instruction through distance learning

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 2: High Quality Professional Development

Continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs.

The professional development activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,600.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Professional Development of Evidence-based instruction
950.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Professional Development of Evidence-based instruction

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 3: Supplemental Materials, Equipment, and Supplies

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,254.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Equipment and Supplies
3,000.00	Title IV 4000-4999: Books And Supplies Supplies and Materials - Foreign Language, history, music, etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 4: CTE and Dual Enrollment

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

- a. Maintain Career Technical Education teachers: Business Education teacher at RFK
- b. Maintain CTE Director for articulation, dual enrollment and work-based learning.
- c. Fund a dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses.
- c. Maintain additional CTE and dual enrollment courses.
- d. Maintain CTE Courses: Auto Body, Nurse Assistant, Medical Assistant, Clinical Medical Assisting, and Security Law
- e. Maintain two periods of a health pathway teachers and one welding teacher.

These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
176,762.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Continue to maintain Career Technical Education Teachers: Business Education Teacher at RFK
13,054.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Dual Enrollment Clerk
16,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Dual Enrollment Registration Counselor
294,356.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits BCS Additional CTE/Dual Enrollment
71,406.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits CTE/North Kern

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity**Other EC 51220 Outcomes & Access to Broad Course of Study**

Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for English learners, foster youth, pupils of low socioeconomic status, and students on an active IEP.

- a. Maintain SH teacher and two SH Special Ed. aides for reduced class size.
- b. Maintain the additional hour for the SH program staff to increase access to a broad course of study for students with severe cognitive disabilities.
- c. Maintain one four-hour instructional aide in the PAVE program for access to a broad course of study.
- d. Maintain the athletic trainer to improve outcomes in safe physical activity practices and improve outcomes in physical fitness.
- e. Continue to provide afterschool intervention to improve student outcomes.
- g. Continue to fund the increased music teacher and music coaches at RFK for pupil access to a broad course of study.

These actions are principally directed to provide English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improve physical fitness test (PFT) results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
70,907.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Special Education Teacher
3,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits After School Intervention
22,052.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits RSP Aide for the PAVE program
73,333.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Athletic Trainers to improve outcomes in safe physical activity practices and physical fitness
31,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits

	Reduced class size in physical education grade 9 to meet Physical Fitness outcomes and COVID-19 social distancing
18,666.00	LCAP Supplemental & Concentration 5800: Professional/Consulting Services And Operating Expenditures Band and Music Coaches

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 6: Field Trips to College and/or Vocational Institutions

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

Fund instructional field trips and competitions (visual performing arts and world languages) to maximize student outcomes and performance.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Instructional field trips to colleges, universities, and/or vocational institutions; competitions
5,000.00	Title IV 5000-5999: Services And Other Operating Expenditures Instructional field trips for foreign language, visual performing arts, and history

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Goal 2 Action 7: Technology Continue to purchase technology to enhance and improve student performance to meet 21st Century Learning Skills.

The purchase of technology is principally directed to improve technological literacy for pupils of low socio-economic status, English learners, and foster youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

50,000.00

Source(s)

Title I

4000-4999: Books And Supplies

Technology to be used in classrooms of pupils who are EL, Foster Youth, and/or Low Socio-Economic

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

RFKHS provided professional development during scheduled collaboration time to refine instruction and curriculum in CTE, world language, visual performing arts, and physical education. We maintained the additional CTE pathway teachers to improve college readiness. Staff also participated in high quality professional development, purchased equipment and supplies, purchased updated technology, provided tutorials, and provided field trips to colleges, universities, and vocational institutions. Students with severe cognitive disabilities have access to broad course of study by utilizing the additional instructional assistants to accompany them to other subject areas such as music, art, choir, home economics, and computer literature. Our CTE Director was instrumental in aligning CTE course and articulating dual enrollment opportunities for our students.

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

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. The College and Career Readiness Indicator for 2018-19 increased to 41.3% for English learners and 28.2% for students with disabilities. This is attributed to the increased access to dual enrollment and CTE opportunities. The music program continues to excel. All schools attained Champions, first place and second place in the county. Stakeholders concurred to keep the outlined actions and services to meet student outcomes. There are a couple of areas with significant difference in budgeted expenditures. The first is noted in Action 1: Provide teachers

extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis. Teachers utilized scheduled collaboration time to analyze data and refine instruction and curriculum during this time. The second area of material difference is in Action 2: provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs. The College Readiness grant monies were utilized to provide professional development for this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Culture/Environment/Parent Involvement

LEA/LCAP Goal

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

Goal 3

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

STUDENT LEARNING OUTCOMES

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

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

WASC Areas of Growth:

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

Communication was an area which Robert F. Kennedy High School had already been working to improve. Since our WASC visit, we have worked to strengthen our existing means of communicating with stakeholders, including staff, students, and parents. Our Principal sends a weekly newsletter to staff about upcoming events and current happenings on campus. The newsletter contains sections that provide information from the Learning Directors, Student Activities Director, Counseling Department, Assistant Principal of Discipline (Safety), Assistant Principal of Student Support (Athletics), and our School Psychologist (mental health). The Principal has also created a Home and School Connection newsletter for students and families provided in English and Spanish. The newsletter provides our school community with weekly announcements and activities. The Newsletter includes student and teacher of the week, and cultural diversity information. During in-person instruction, our ASB provide daily morning announcements using our campus PA system. Counseling staff have continued to hold evening events, such as Coffee with the Counselors and CASH for College, to provide parents the opportunity to keep up with their children's progress and to ask questions. Additionally, due to a District change in counseling hours, every week three counselors come in to work an hour later than teachers and remain after school an hour later, thus increasing after school availability for both students and parents to meet with the counselors. RFKHS will continue to utilize the marquee, Blackboard Connect all-calls/all-text/emails as methods to communicate with parents. The school marquee is updated on a regular basis. The RFKHS administration and student activities director are using social media apps like Facebook, Instagram,

TikTok, and Twitter to communicate with all stakeholders and will continue to research best practices to increase parent involvement.

Identified Need

Due to the COVID-19 pandemic, there is no official attendance data to report. Based on the 2017-18 and 2018-19 data, Robert F. Kennedy has identified the need to improve student attendance rates. There was a slight decrease from 96.52% in 2018 to 98.8% in 2019. We also found the need to reduce chronic absenteeism for all students and close the gap between English learner and students with disabilities subgroup. There was a slight decrease from 96.52% in 2018 to 98.8% in 2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 1 (c): School facilities are maintained in good repair.	Standard Met Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 1	Standard Met
California School Dashboard Priority 3(A)(a): Parental involvement and family engagement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	Standard Met Full Implementation and Sustainability The Delano Joint Union High School District's current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in September 2019 to 862 parents. The results of these surveys indicate that 99% of parents agree the school/district seeks input from parents in making decisions for the school and district.	Standard Met Full Implementation and Sustainability
California School Dashboard Priority 3(A)(b): Parental involvement and family engagement, including how the school district will promote parental participation in programs for unduplicated	Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory	Standard Met Full Implementation and Sustainability

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
pupils and individuals with exceptional needs.	Committee (SEPAC), and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.	
California School Dashboard Priority 3(B): Family engagement may include efforts by the school district and each individual school site to apply research-based practices, such as welcoming families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access.	<p>Standard Met</p> <p>Full Implementation and Sustainability</p> <p>The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. The district will continue its efforts in engaging families in all school activities. Notices will continue to be sent home in English, Spanish, and when available in Tagalog. The District will continue to involve families in Parent University trainings and site an district stakeholder meetings. The DJUHSD will focus on increasing relationships with our families by continuing to inform an communicate with families about school events. Parents and families will be contacted via phone, Blackboard messaging, social media, the school marquee, mailings, and posting events on our websites. All staff is trained in Solution Tree's Professional Learning communities to provide professional learning and support tp teachers and principal's to improve the school's capacity to partner with families.</p>	<p>Standard Met</p> <p>Full Implementation and Sustainability</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Student Data System Priority 5: Pupil Engagement as measured by all of the following, as applicable: (A) School attendance	School year 2018-19 Attendance rate 96.47%	Attendance Rate 96.7%
Dataquest Priority 5: Pupil Engagement as measured by all of the following, as applicable: (B) Chronic absenteeism rates	All students 11.5% ELs 14.0% SWDs 19.1% Homeless 16.4%	Attain Medium Performance Level on the 5x5 for: All students ELs SWDs Homeless
Dataquest Priority 5: Pupil Engagement as measured by all of the following, as applicable: (C) Middle school dropout rates	Not applicable	Not applicable
Dataquest Priority 5: Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates	All students 2.3% ELs 4.7% SWDs 5.0% Homeless 10%	All students 2.0% ELs 4.0% SWDs 4.0% Homeless 8%
Dataquest Priority 5: Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	All students 95.8% ELs 91.8% SWDs 78.8% Homeless 93.1%	All students Maintain "Very High" performance level ELs 93% SWDs 85% Homeless 94%
Dataquest Priority 6: School climate, as measured by all of the following, as applicable (A) Pupil suspension rates	All students 4.4% ELs 7.1% SWDs 3.9% Homeless 6.0%	All students 3.0% ELs 5% SWDs 3.4% Homeless 3.0%
Dataquest Priority 6: School climate, as measured by all of the following, as applicable (B) Expulsion rates	All students 0.18% ELs 0.59%	Maintain below 1% for all students ad subgroups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard - Local Climate Survey Priority 6: School climate, as measured by all of the following, as applicable (C) Other local measures, including surveys of pupils, parents, and teacher on the sense of safety and school connectedness	Standard Met A local climate survey was administered in September of 2019 to 3283 students, 862 parents, and 139 teachers. The results of this survey indicate that 88.4% of students, 98.4% of parents, and 94.2% of teachers have a sense of school safety. This survey also reflects that 99% of the students, 99.8% of the parents, and 98.6% of the teachers feel connected to their school.	Standard Met 94% Student, parent and teacher sense of school safety 95% Student, parent and teacher sense of school connectedness

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Continue to provide high-quality professional development on evidence-based behavior and social-emotional intervention strategies and practices.

This action is principally directed to reduce suspensions and expulsions and improve student sense of safety for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.

Title IV

Provide high-quality training for school personnel that is related to suicide prevention, bullying, drug abuse prevention, human trafficking, school-based violence prevention strategies, and effective and trauma-informed practices in classroom management. This includes participating in Aggression Replacement Training, Applied Suicide Intervention Skills Training, and the Bullying Prevention Symposium.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Professional Development in evidence-based behavior and social-emotional intervention strategies and practices
3,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Professional Development in evidence-based behavior and social-emotional intervention strategies and practices
3,500.00	Title IV 5000-5999: Services And Other Operating Expenditures Guest speakers: Suicide prevention, crisis management, bullying, etc.
6,000.00	Title IV Certificated Personnel Salaries & Benefits Professional Development in prevention of suicide, bullying, drug abuse, human trafficking, violence, trauma, etc.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Goal 3 Action 2: Sense of Safety and Supplemental Materials

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

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

Title IV:

Purchase supplies for Active Lifestyle activities, Safe School Week, anti-bullying posters, etc. Provide guest speakers on suicide prevention, crisis management, bullying, personal care, etc.

Learning Continuity and Attendance Plan

- In preparation for in-person instruction, purchase protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) and sanitizing supplies and equipment to meet the needs of students and teachers and reduce the spread of diseases.
- In preparation for in-person instruction, purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Sense of Safety
2,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Supplementary instructional materials & supplies
500.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Supplementary instructional materials
2,000.00	Title IV 4000-4999: Books And Supplies Materials: antibullying posters, safe school week, etc.

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

English Learners
Foster Youth
Socio-economic Disadvantaged

Strategy/Activity**Goal 3 Action 3: Alternative Educational Settings**

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

b. Maintain an academic intervention teacher

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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93,827.00

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits
Academic Intervention Teacher

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Socio-economic Disadvantaged

Strategy/Activity

Goal 3 Action 4: Additional Academic Support and Options

Continue to provide additional support, academic interventions and academic acceleration options for students to stay on track for graduation and increase graduation rates of English Learners, students with disabilities and pupils of low socio-economic status.

- Maintain additional sessions of independent study to reduce chronic absenteeism.
- Maintain the additional credit recovery section to improve graduation rates for the unduplicated pupil population.
- Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school.
- Maintain Discipline Liaisons and funding for portion of salary for school psychologists and nurses to provide behavior and social-emotional education.
- Maintain contract with Delano Police Department for one resource officer.
- Maintain funding for an intervention counselor to provide behavior and social-emotional education.
- Maintain an additional security staff to increase student and teacher sense of safety.

This action is principally directed to provide support services and increase graduation rates for English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

78,589.00

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits
School Psychologist and School Nurse

98,373.00

LCAP Supplemental & Concentration
Classified Personnel Salaries & Benefits
Discipline Liaison

106,225.00

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits
Intervention Counselor

72,269.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Additional Campus Supervisor
6,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Independent Study
11,879.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures After School Edgenuity
75,177.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Extended Teacher Duty Day
76,667.00	LCAP Supplemental & Concentration 5800: Professional/Consulting Services And Operating Expenditures Campus Resource Officer

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 3 Action 5: Interventions and Reduced Class Sizes

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,500.00

Source(s)

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits
Tutorials, credit recoveries, behavior
intervention, and reduced class size

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Socioeconomically Disadvantaged

Strategy/Activity

Goal 3 Action 6: Technology and Information

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

Learning Continuity and Attendance Plan

Allocate resources to deliver hotspots, devices, and instructional materials to students residing in outlying areas who are not otherwise able to make it during distribution times or location.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,100.00	Learning Continuity and Attendance Plan 5000-5999: Services And Other Operating Expenditures Allocate resources to deliver hotspots, devices, and instructional materials to students residing in outlying areas who are not otherwise able to make it during distribution times or location

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Goal 3 Action 7: Facilities are in Good Repair

Continue to maintain facilities in good repair.

a. Maintain additional traveling custodian to help keep school facilities clean. The 2014 student surveys indicated the need to have clean restrooms to improve services for our unduplicated student population.

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

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

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

Learning Continuity and Attendance Plan

Modification to facilities in preparation for in-person instruction that include installation of plexi-glass to reduce the spread of disease; removing counters and other classroom modifications to maximize the 6 foot social distancing; and installation of additional handwashing and hand sanitation stations.

In preparation for in-person instruction, purchase additional outdoor seating with covering for protection from the rain for the meal service in compliance with CDC guidelines and the social distancing requirements.

Provide overtime, if necessary, for classified staff to sanitize classrooms after each use and disinfecting and cleaning any area used by an sick person.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
55,000.00	Learning Continuity and Attendance Plan 5000-5999: Services And Other Operating Expenditures Modification to facilities in preparation for in-person instruction: installation of plexi-glass to reduce the spread of disease; removing counters and other classroom modifications to maximize the 6 foot social distancing; and installation of additional handwashing and hand sanitation stations.
125,000.00	Learning Continuity and Attendance Plan 5000-5999: Services And Other Operating Expenditures In preparation for in-person instruction, purchase additional outdoor seating with covering for protection from the rain for the meal service in compliance with CDC guidelines and the social distancing requirements
12,000.00	Learning Continuity and Attendance Plan Classified Personnel Salaries & Benefits Provide overtime, if necessary, for classified staff to sanitize classrooms after each use and disinfecting and cleaning any area used by an sick person.
90,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Goal 3 Action 8: School Connectedness

Continue to foster an educational environment where students and staff look forward to coming to school by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.

This action is principally directed on improving school connectedness for the unduplicated pupil population including English learners, students with disabilities, and homeless and foster youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000.00

Source(s)

LCAP Supplemental & Concentration
4000-4999: Books And Supplies
School Connectedness

3,000.00

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 3 Action 9: Parental Involvement

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

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

Learning and Continuity and Attendance Plan

Conduct parental involvement communications for reengagement and academic progress and support as well as parent trainings to support distance learning for English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Parent Workshops
300.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Supplies for parent workshops
56,572.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Adjust classified staff work calendar to meet student needs
5,900.00	Learning Continuity and Attendance Plan 5000-5999: Services And Other Operating Expenditures Parental involvement communications for reengagement and academic progress and support; parent trainings to support distance learning for English learners, foster youth, and socioeconomically disadvantaged pupils.
5,250.00	Title I 5000-5999: Services And Other Operating Expenditures Parent Trainings

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Goal 3 Action 10: Parent, Student, and Staff Decision-Making

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

This action is principally directed on improving outcomes of the State's Eight Priorities for the unduplicated pupil population.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

All actions and services were implemented during the 2019-20 school year. RFKHS provided professional development opportunities to all staff. Staff participated in the two professional development days offered in Goal 1 Action 1. We provided all interventions and support for student success through our opportunity programs and academic intervention sessions. Students received additional support services from our psychologists, intervention counselors, nurses, discipline liaisons, and resource officers. RFKHS implemented additional measures for student sense of safety. These included additional locks for all classroom doors, cameras, and secure entrances at the school offices. The teacher day was extended an additional fifteen minutes to be available afterschool for students and parents. Technology was provided in credit recovery and intervention. The district was able to complete much needed repairs to student use facilities. Parent outreach and workshops were conducted in the evenings on a regular basis. RFKHS accommodated student needs by maintaining the classified staff work calendar to align to student school days. These actions and services are principally directed to improve services for the unduplicated pupils.

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

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. Our stakeholders are pleased with the increased services for our students and the outcomes (graduation rates, low suspension rates, and low expulsion rates) that have been attained. RFKHS has attained 87.3% appropriately assigned and fully credentialed teachers, full implementation of academic content standards, and facilities are much improved with the repairs completed this year. Ninety-eight percent of parents agree that the school/district involves parents in providing input in making decisions for the school or district. The same percentage of parents indicated that RFKHS promotes parental participation by providing parent notices, invitations, and letters regarding parent involvement activities. Attendance rates improved to a 96.67% students attending daily. Chronic absenteeism declined for all students, English learners, and students with disabilities. Dropout rates declined second year in a row to a 0.3% which is considerably below county and state levels of 3.9% and 5.4%, respectively. Our district continues to maintain a "High" graduation status of 95.1% for all students. Suspension rates declined for all students, English learners and students with disabilities. Stakeholder groups as well as our parent advisories are pleased with the outcomes the district has attained.

The material differences are in Action 2 and Action 5. RFKHS used approximately half of the \$180,000 allocated towards student sense of safety (Action 2). The unused half was transferred to

meet technology needs for student learning. Action 5 cost for reduced class size was significantly less than projected. The rest of the allocation will be carried over to the 2020-21 LCAP actions and services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

RFKHS stakeholder groups conducted data, outcome, and performance analysis of the expected outcomes, metrics, and actions. Overall stakeholders are pleased with the district's performance on the state and local metrics outlined on the Eight Priorities. There is, however, a noted decline in student sense of safety due to the COVID-19 pandemic. Accordingly, the district has included funding to meet social distancing safety and precautionary measures.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$752,063.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$5,760,080.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$642,460.00
Title II Part A: Improving Teacher Quality	\$46,949.00
Title III	\$35,871.00
Title IV	\$29,500.00

Subtotal of additional federal funds included for this school: \$754,780.00

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

State or Local Programs	Allocation (\$)
LCAP Supplemental & Concentration	\$2,955,821.00
Learning Continuity and Attendance Plan	\$2,049,479.00

Subtotal of state or local funds included for this school: \$5,005,300.00

Total of federal, state, and/or local funds for this school: \$5,760,080.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

LCAP Supplemental & Concentration	2,955,821.00
Learning Continuity and Attendance Plan	2,049,479.00
Title I	642,460.00
Title II Part A: Improving Teacher Quality	46,949.00
Title III	35,871.00
Title IV	29,500.00

Expenditures by Budget Reference

Budget Reference

Amount

4000-4999: Books And Supplies	1,389,504.00
5000-5999: Services And Other Operating Expenditures	857,279.00
5800: Professional/Consulting Services And Operating Expenditures	201,333.00
Certificated Personnel Salaries & Benefits	2,744,732.00
Classified Personnel Salaries & Benefits	567,232.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

4000-4999: Books And Supplies	LCAP Supplemental & Concentration	331,504.00
5000-5999: Services And Other Operating Expenditures	LCAP Supplemental & Concentration	108,529.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP Supplemental & Concentration	95,333.00

Certificated Personnel Salaries & Benefits	LCAP Supplemental & Concentration	2,033,923.00
Classified Personnel Salaries & Benefits	LCAP Supplemental & Concentration	386,532.00
4000-4999: Books And Supplies	Learning Continuity and Attendance Plan	979,500.00
5000-5999: Services And Other Operating Expenditures	Learning Continuity and Attendance Plan	715,000.00
5800: Professional/Consulting Services And Operating Expenditures	Learning Continuity and Attendance Plan	106,000.00
Certificated Personnel Salaries & Benefits	Learning Continuity and Attendance Plan	236,979.00
Classified Personnel Salaries & Benefits	Learning Continuity and Attendance Plan	12,000.00
4000-4999: Books And Supplies	Title I	67,500.00
5000-5999: Services And Other Operating Expenditures	Title I	25,250.00
Certificated Personnel Salaries & Benefits	Title I	416,881.00
Classified Personnel Salaries & Benefits	Title I	132,829.00
Certificated Personnel Salaries & Benefits	Title II Part A: Improving Teacher Quality	46,949.00
Classified Personnel Salaries & Benefits	Title III	35,871.00
4000-4999: Books And Supplies	Title IV	11,000.00
5000-5999: Services And Other Operating Expenditures	Title IV	8,500.00
Certificated Personnel Salaries & Benefits	Title IV	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,795,073.00
Goal 2	942,379.00
Goal 3	1,022,628.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role
Dolores Rodriguez	Principal
Paige Winders	Classroom Teacher
Guadalupe Alindajao	Classroom Teacher
Joaquin Alvarado	Classroom Teacher
Anabel Jasso	Other School Staff
Maricela Lizarraga	Other School Staff
Jesus Nuno	Secondary Student
Alfredo Rios	Secondary Student
Uriel Gamboa	Secondary Student
Norma Sanchez	Parent or Community Member
Adriana Ochoa	Parent or Community Member
Maria Llama	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: WASC Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/29/2020.

Attested:



Principal, Dolores Rodriguez on 03/09/2020

SSC Chairperson, Norma Sanchez on 03/09/2020

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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