



Robert F. Kennedy High School
Home of the Thunderbirds
Helping students to become GLOBAL:
Genuine. Legitimate. Optimistic. Broad-minded. Adaptable. Loyal.



ROBERT F. KENNEDY HIGH SCHOOL

PROGRESS REPORT

**1401 Hiatt Ave
Delano, CA 93215**

Delano Joint Union High School District

February 3, 2021

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

WASC Visiting Committee

Visiting Committee Chair

Karen K. Brisley
Assistant Principal
Pomona High School



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Principal

Mrs. Dolores Rodriguez

Learning Director

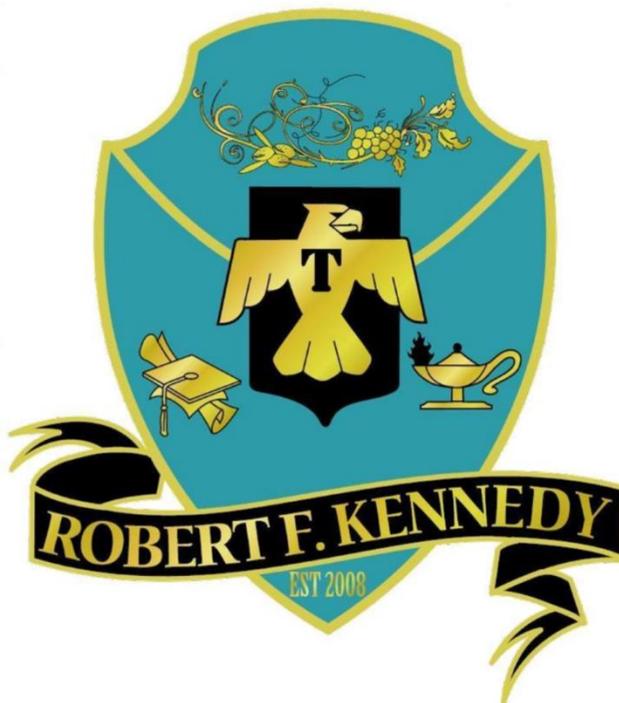
Ms. Jennifer Allen
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Assistant Principal

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Robert F. Kennedy High School Department Chairs

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Mrs. Nancy Marquez

Foreign Languages

Mr. Joaquin Alvarado

Mathematics

Mrs. Sara Cipriano

English

Mr. Jens Anderson

Industrial Technology

Mrs. Tatyana Folger

English Language Development

Mr. Stacey Ericsson

Art

Mr. Gerardo Pedraza

Social Science

Mr. Steven Arthur

State Requirements

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Physical Education (Boys)

Mr. Marlex Booc

Performing Arts

Ms. Roxanne Salinas

Physical Education (Girls)

Mr. Ronnie Coronado

Business Education

Mrs. Lynne Wood

Special Education

Robert F. Kennedy High School WASC Leadership Team

WASC Focus on Learning Chair

Mrs. Sara Cipriano
English Department Chair

WASC Focus Group Chairs

Mr. Stacey Ericsson
Art Department Chair

Mrs. Tatyana Folger
English Language Development Department Chair

Mr. Mark Booc
Social Science Teacher

Mr. Mardelano Booc
Math Teacher

Mr. Steve Arthur
State Requirements Chair

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I: Student/Community Profile Data

General Background and History

The Community of Delano

Founded July 14, 1869 as a railroad town, the city of Delano was named in honor of the Secretary of the Interior for the United States, Columbus Delano. Delano later became incorporated in 1913. Located in southern central San Joaquin Valley, the City straddles southern Tulare County and northern Kern County, sitting in the southern base of the San Joaquin Valley.

Delano's economy is based on agriculture and, thus, the local economy is affected by seasonal work patterns and uncertain weather conditions; many families struggle financially. Approximately 30.3 percent of Delano's population (23,041 on the 2010 census) lives in poverty with median household income reported at \$35,933 (2011-2015). The Bakersfield-Delano area unemployment rate fluctuates; due to the seasonal nature of agriculture, unemployment in the winter months often surges. In August 2020, the Bureau of Labor Statistics reported the unemployment rate at 12.4% for the Bakersfield-Delano Area. Despite the instability of agriculture, the population of Delano continues to remain stable and is growing as industry (such as the Sears Logistic Unit, Home Depot, and the Wonderful Company) and the jobs provided by two prisons allow for a more stable and less mobile population.

Delano's community is a diverse one, with its demographic inclusive of many ethnicities including Hispanic, Filipino, African American, Arabic, and White. Furthermore, over the years the community has drawn a high number of immigrants from Mexico and the Philippines. Per the 2010 Census, Delano's population is comprised primarily of Hispanic (71.5%) and Asian (12.7%) ethnicities, with other ethnicities making up the remaining population. Many of those emigrating from Mexico are from rural communities with little or no formal education; this consequently has contributed to a population in Delano with great need for academic support. The most recent census counts indicate that only 53.1% of Delano's population over the age of 25 has completed high school and only 7% has earned a bachelor's degree or higher. This, in addition to language barriers, creates an even greater challenge with literacy in any language. Despite these barriers, Kennedy's staff is dedicated and passionate. Staff strive to provide the best educational experience possible, so students graduate with the skills necessary for a productive future in college or career and so students are competitive with not only other students in the Delano area but also with students globally.

Robert F. Kennedy High School

Located on the west side of Delano, Robert F. Kennedy High School is the Delano Joint Union High School District's (DJUHSD) third comprehensive high school; it opened its doors on August 13, 2008.

Robert F. Kennedy High School serves students in grades 9-12 from a culturally diverse community and several rural outlying communities, such as Pond and Allensworth. The school's academic departments include English, ELD, Foreign Language, Mathematics, Science, Social Science, Business Education, Art, State Requirements (Health), Physical Education, Industrial

Arts, Special Education, and Music. Kennedy offers many opportunities for college-and-career readiness through a great selection of CTE pathways, Advanced Placement courses, and Dual-enrollment courses (through partnerships with neighboring Bakersfield Community College, Cerro Coso College, and California State University, Bakersfield.)

Kennedy employs extensive support staff including physical health care aides, instructional aides, school nurse, school psychologist, Marriage and Family Therapist (MFT), Speech Pathologist, campus security, secretarial staff, custodial staff, School Resource Officer, and Campus Discipline and Safety Liaisons. The school also offers many student support services including academic counseling and guidance, vocational and career counseling and guidance, social and emotional support, risk assessment and crisis intervention, counseling and life skills groups, and collaboration with community agencies for mental health support services, pregnancy and teen parenting services, substance abuse counseling, and adult mental health services.

Kennedy's campus is well-designed; the exterior of its campus is constructed around a centric architectural design exclusive in the District to Kennedy. The campus is comprised of 36 general education classrooms; a science building; an Industrial Arts building; Business/Engineering Technology building; a cafeteria; two gymnasia; an administrative building; a lecture hall that includes a band room, choir room, and Drama production facilities; and newly-built, state-of-the-art library, and artificial turf football stadium. Each classroom also features state of the art technology including a Multimedia Projector capable of projecting wireless video, internet, and various PC Windows programs onto the whiteboard at the front of the class. Many classrooms also have laptop carts (mobile labs).

Highly integral to the success of Robert F. Kennedy, parents provide support and participate in Kennedy's programs through ELAC, DELAC, School Site Council, and Booster Club.

Kennedy's faculty and staff are committed to providing its students with a rigorous, standards-based education that helps students achieve academic success. This commitment is reflected in the many accolades and recognitions Kennedy has received in its short tenure. *U.S. News* has recognized Kennedy nationally, repeatedly awarding it with medal awards. *U.S. News* has moved away from medal awards to a ranking system. In 2019, Kennedy ranked as number 1 for the Bakersfield, CA Metro Area High Schools; and in 2020, Kennedy ranked as number 2. These rankings recognize our school for its college readiness index, college curriculum breadth, and math and reading proficiency and performance.

Mission Statement

Robert F. Kennedy's Mission Statement is as follows:

The Professional Learning Community of Robert F. Kennedy High School is committed to providing a climate of respect and fairness in which all students meet their full potential and experience academic excellence every day.

Each student is provided the tools to succeed in both a post-secondary education and a career becoming a productive member of society.

Schoolwide Student Learning Outcomes

Revision of the ESLRs:

During the 2015-2016 school year, Kennedy's staff began discussing the need to update our Expected Schoolwide Learning Results (ESLRs) to reflect changes in education and Kennedy's program. Ultimately the ESLRs were replaced in 2016-2017 with more relevant school goals, Kennedy's Schoolwide Student Learning Outcomes (SLOs). Kennedy's current SLOs reflect schoolwide staff collaboration; Kennedy's staff worked together to brainstorm ideas, discuss our goals for students, and ultimately develop Kennedy's Schoolwide Student Learning Outcomes (SLOs).

Robert F. Kennedy's Student Learning Outcomes

Robert F. Kennedy's revised Student Learning Outcomes are as follows:

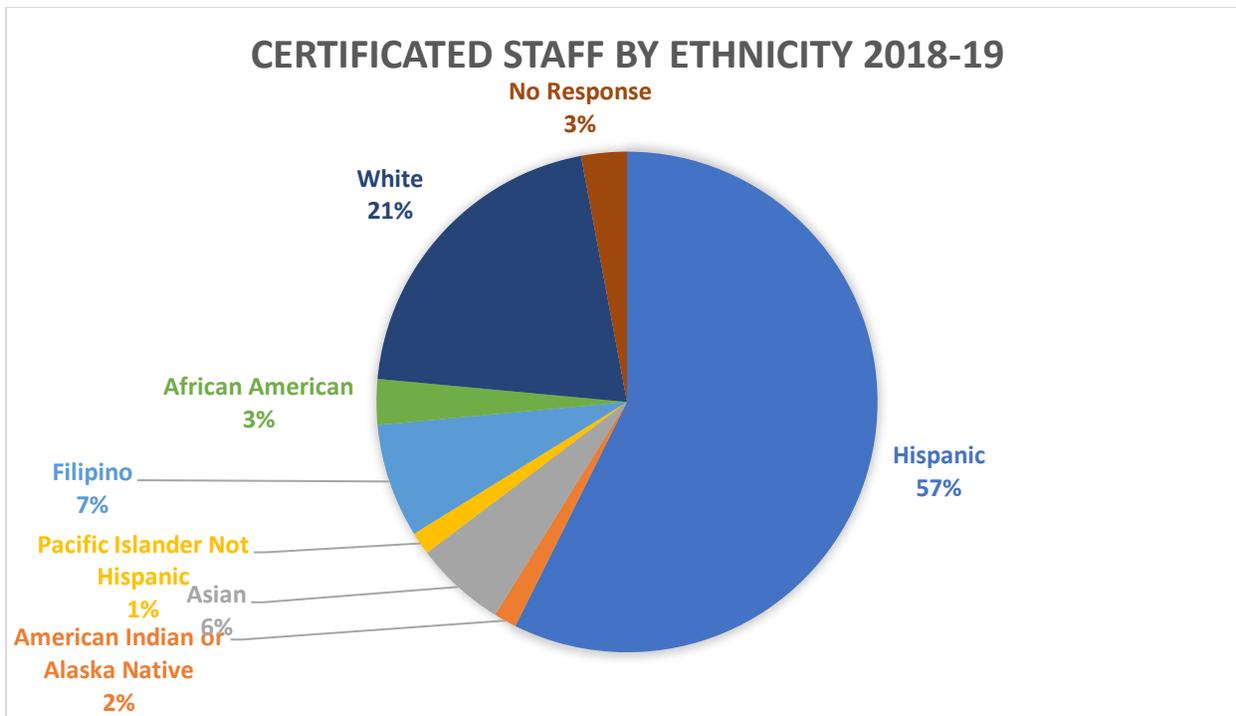
Robert F. Kennedy High School will produce **GLOBAL** students who are

- G** – genuine when contributing to their community
- L** – legitimate when using technology
- O** – optimistic toward self-improvement
- B** – broad-minded when considering career opportunities
- A** – adaptable when solving problems
- L** – loyal to the legacy of RFK

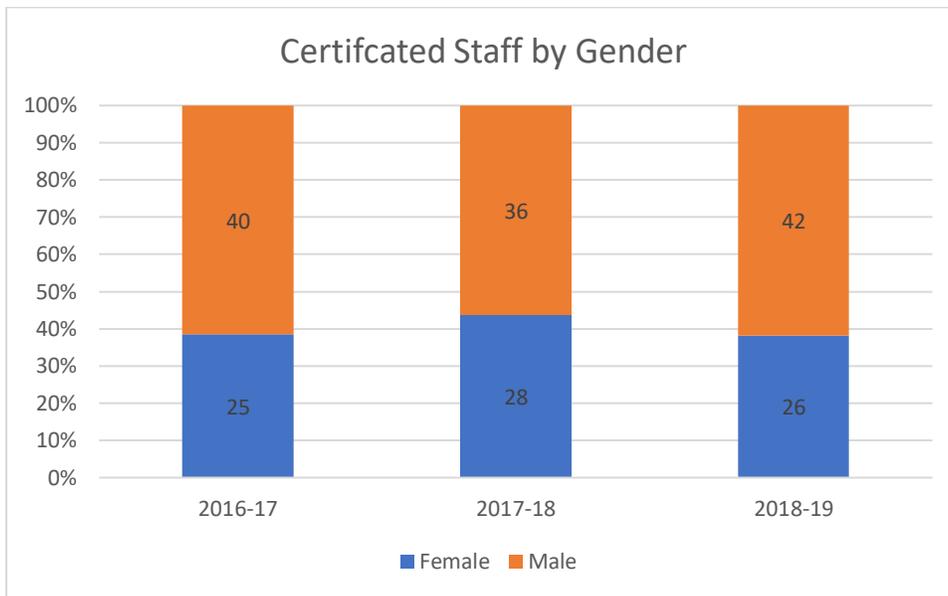
Staffing Description

Robert F. Kennedy High School currently employs 56 teachers, 5 counselors, 4 administrators, 1 School Resources Officer, and 55 classified staff. While many staff are from the community of Delano, a great number of teachers commute to the school from the surrounding communities of McFarland, Shafter, Bakersfield, Porterville, Visalia, and Tulare.

Kennedy's teaching staff is predominately Hispanic and White, with more than half of staff reporting as Hispanic. This reflects the community demographics. In fact, many of the teachers are graduates of the Delano Joint Union High School District.



About two-thirds of Kennedy’s certificated staff are male; one-third of certificated staff are female. This has been a consistent trend across the years.

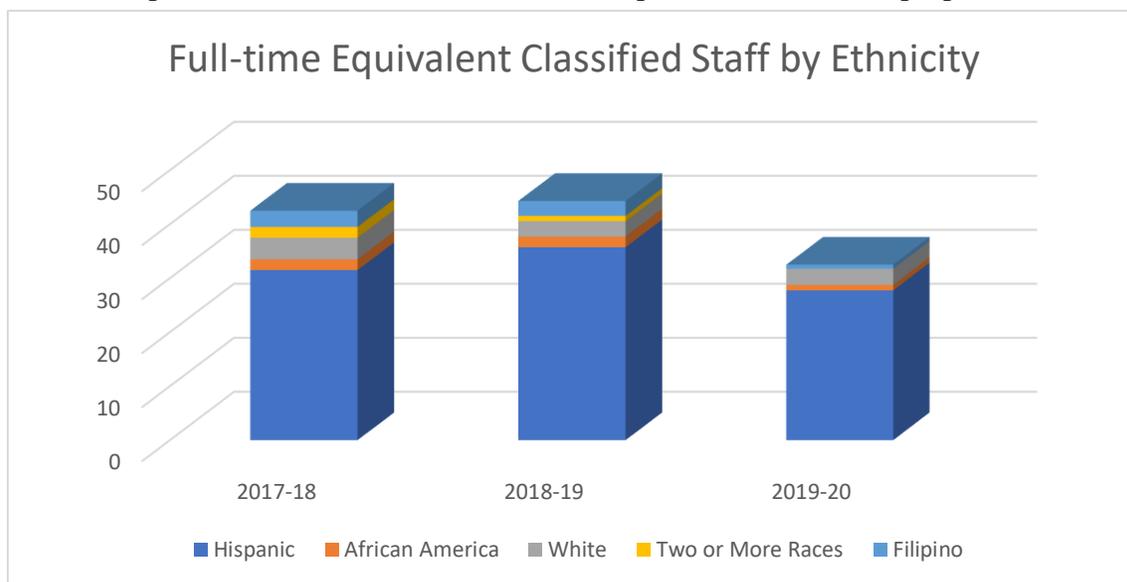


In the 2018-2019 school year, Kennedy added a fourth full-time academic counselor. Prior to this year, Kennedy had three full-time academic counselors who split four grades among themselves. Now each counselor follows a class of students from freshman year to graduation. Also, in the 2018-2019 school year, Kennedy hired a new type of counselor, an intervention counselor. Lastly,

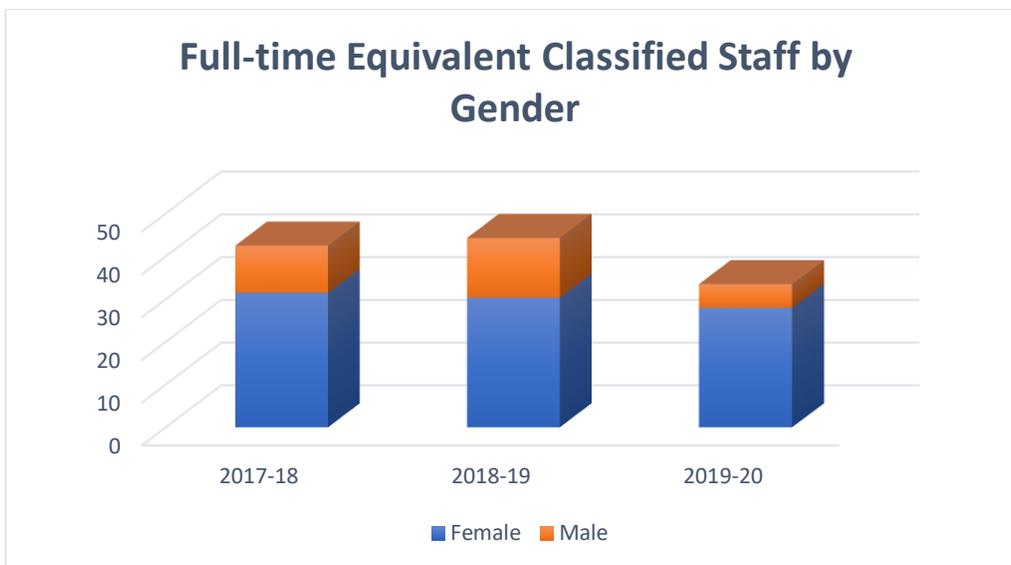
the District hired a speech pathologist that Kennedy shares with Delano High School for the 2020-21 school year.

Academic Counselors and Other Support Staff at this School: Number of Full-Time Equivalent (FTE) 2018-2019	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Services Staff (Paraprofessional)	0
Speech Pathologist	1
Psychologist	1
Nurse	1
Speech/Language/Hearing Specialist	0

Like the certificated demographics, the classified staff report primarily as Hispanic. Other ethnicities (Filipino, White, African American) are represented in smaller proportions.



Whereas certificated staff are predominately male, Kennedy’s classified staff are predominately female.

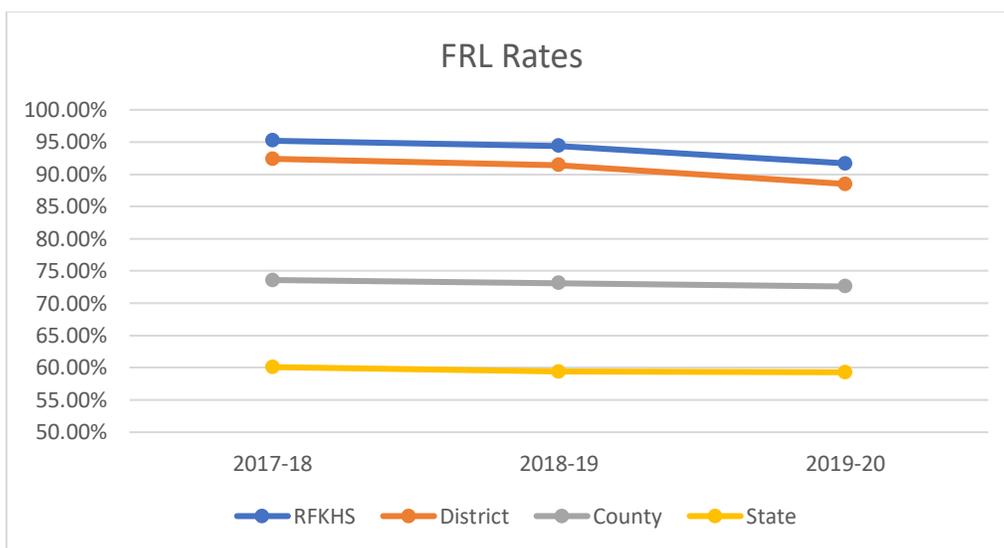


Student Demographic Data

Socioeconomic Status

Free and Reduced Lunch (FRL) Rates

Amongst the challenges facing Robert F. Kennedy’s students and families, the sheer number of families from a lower socioeconomic status is perhaps one of the most distinct. Most of Kennedy’s students come from families struggling economically. Furthermore, Kennedy has a higher percentage of students qualifying for Free and Reduce Lunch than the District, County, or State, with percentages annually above 90%.

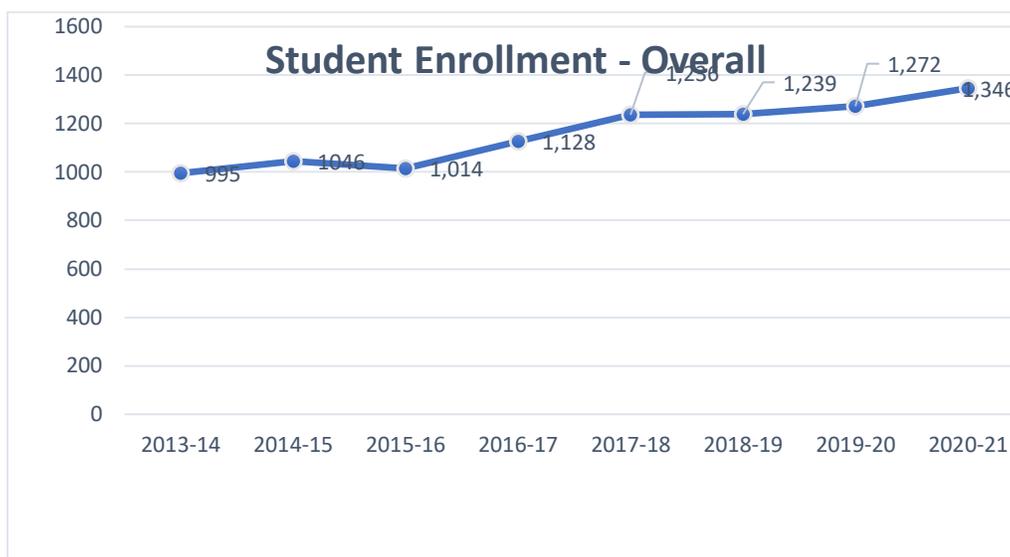


Student Enrollment

The majority of Kennedy's student population originates from the west side of Delano, feeding in from middle schools such as Almond Tree (Kennedy's primary feeder school), Pioneer, and Cecil Ave. Students from outlying towns such as Earlimart, Allensworth, and Pond comprise the remainder of the student population. These outlying, rural towns, like much of Delano, are socioeconomically disadvantaged and made up largely of current and former English Learners.

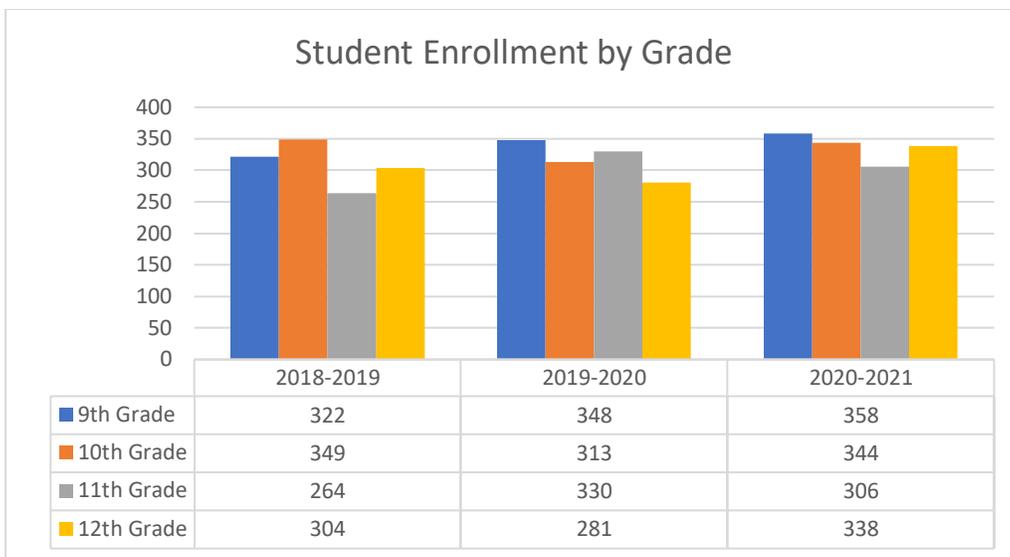
Total Enrollment

Total enrollment at Robert F. Kennedy High School has been increasing overall from just under 1000 to over 1300 for the current school year. For the current school year, Kennedy has its largest overall enrollment: 1,346.



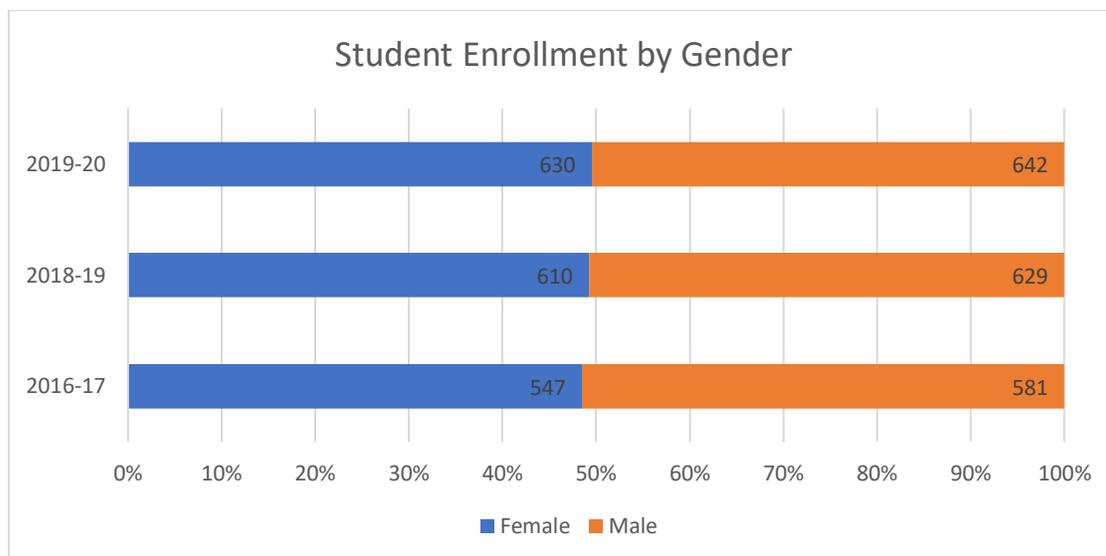
Grade Level Enrollment

Enrollment in each grade level has increased over the years, a reflection of overall enrollment. As students move from grades 9 to grade 12, cohort enrollment does typically decline (though not substantially). For example, the 2018-2019 cohort of 9th grade started at 322, declined to 313 at 10th grade (19-20), and 306 (20-21).



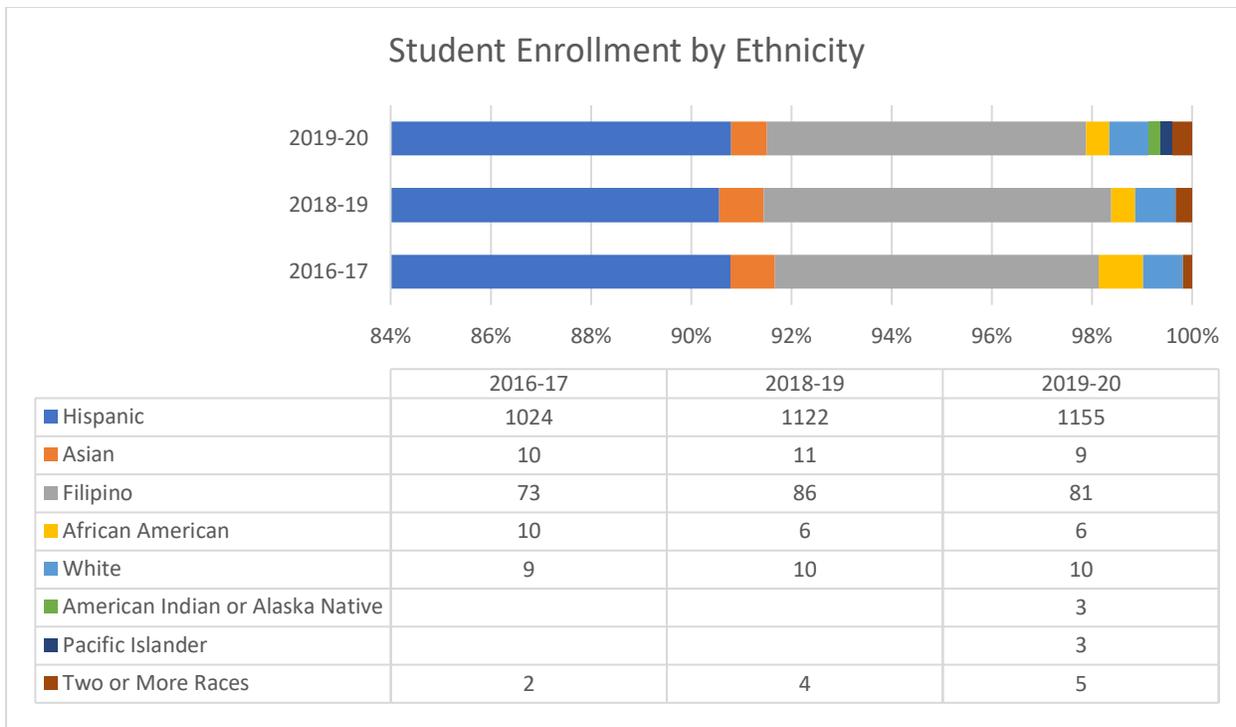
Gender Enrollment

Robert F. Kennedy’s student enrollment by gender is proportionate between male and female students.



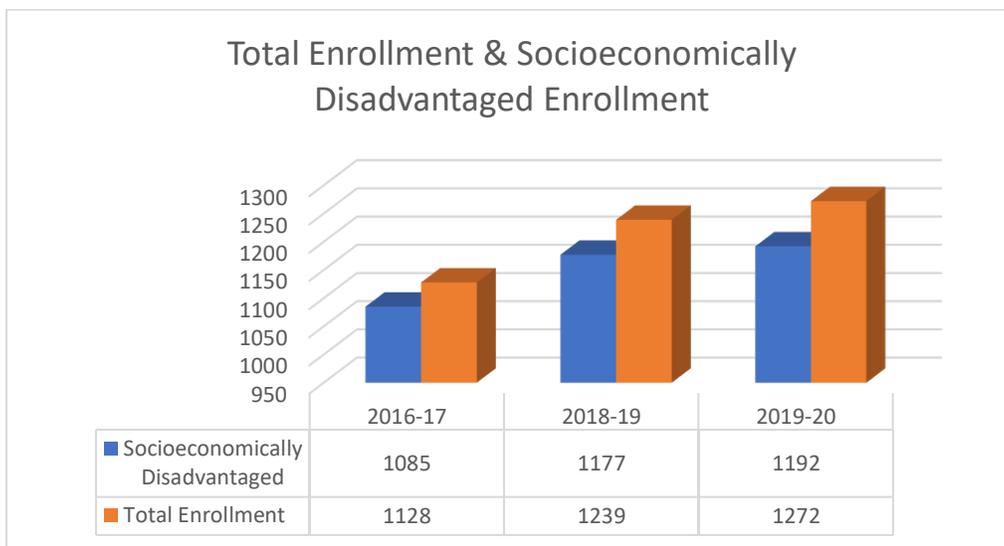
Ethnicity Enrollment

Robert F. Kennedy High School’s student body population is reflective of the surrounding community, which is primarily Hispanic and Filipino, of which the former makes up the higher population percentage. The student body composition has remained consistent throughout Kennedy’s history, with the Hispanic/Latino ethnic subgroup making up the majority of student enrollment. Kennedy has a small but growing population of Yemeni and Arabic speaking students, most of whom fall into the “White” demographic category.



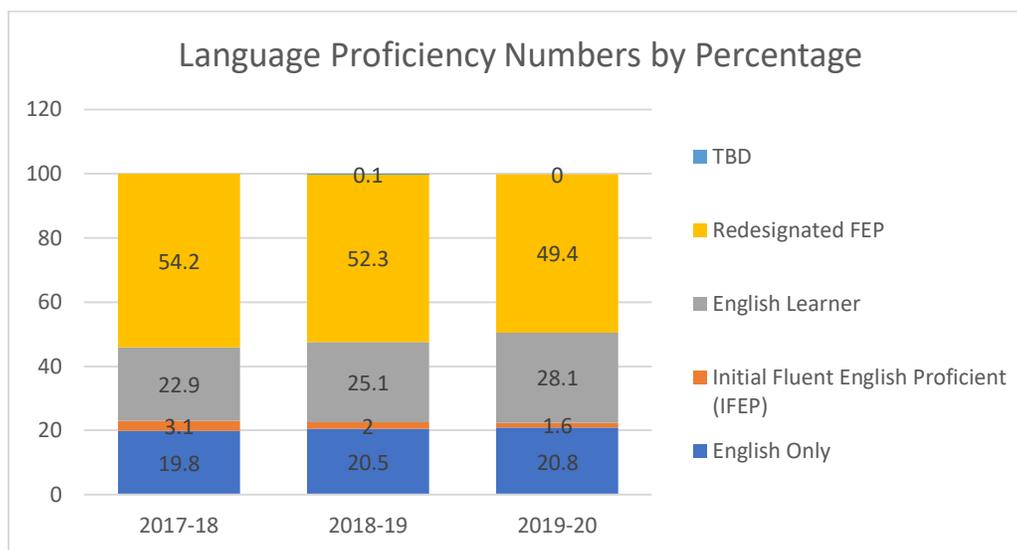
Title I

Robert F. Kennedy High School is a Title I school. Nearly all students enrolled at Kennedy are classified as socioeconomically disadvantaged. For the most recent year reported, 93.7% of Kennedy’s students were identified as socioeconomically disadvantaged.



Language Proficiency

In any given year, approximately one-quarter to one-third of Kennedy's students are English Learner students (358 students in 2019-2020), and approximately one-half to two-thirds of students are Fluent-English Proficient (629 in 2019-2020). English Learner students Redesignated as Fluent-English Proficient (R-FEP) make up roughly half of the student body from year to year. In any given year, only about one-fifth of Kennedy's students are English Only or initially Fluent English Proficiency. During the 2019-2020 school year, both Kennedy's number and percentage of English Learners increased while Redesignated numbers and percentages declined. We believe this is due a combination of both the new ELPAC test and State standardization of the ELPAC level 4 requirement for redesignation.



Faculty and Staff Demographic Data

Teachers

The degree to which teachers are appropriately assigned and fully credentialed in the subject areas they are teaching

All Robert F. Kennedy High School teachers are appropriately assigned and teaching in subject areas of their competence. While most Kennedy's teachers are fully credentialed, just under a quarter of Kennedy's teaching staff does not have a full credential. Kennedy and the District often employ interns to fill teaching positions. In comparison, however, to the other comprehensive schools in the District, Kennedy employs the greatest number of teachers without full credentials both by number and by proportion.

- In 2017-2018, we had 11 new hires (20% of teaching staff, teaching staff = 55). One of the teachers was hired due to the increase in student population.
- In 2018-2019, we had 10 new hires (17% of teaching staff, teaching staff = 58). Three teachers were hired due to the increase of student population.
- In 2019-2020, we had 7 new hires (12.5% of teaching staff, teaching staff = 56).

- In 2020-2021, we have had 9 new hires (16% of teaching staff, teaching staff = 56). One of the new hires came from a District position, and another was a teacher returning to the District.

Part of the reason that Kennedy has so many teachers without full credentials is because many of those teachers are hired as PIPs and STPS, and it may take 4 or more years for those teachers to become fully credentialed. Teacher turnover at Kennedy, and the District, has been attributed to the following:

- Many teachers live in neighboring cities (e.g., Bakersfield, McFarland, Visalia, Tulare, Porterville, etc.). Teachers, especially those not vested in the district, move once they find positions closer to where they live.
- Some teachers take too long in getting their credential and run out of time and must be let go. For example, some teachers fail to pass state required tests: CSETS and RICA.

Teacher Credentials			
	2017-2018	2018-2019	2019-2020
RFK			
With Full Credential	38	41	42
Without Full Credential	17	17	14
Teaching Outside Subject Area of Competence	0	0	0
CCHS			
With Full Credential	56	54	56
Without Full Credential	6	8	7
Teaching Outside Subject Area of Competence	0	0	0
DHS			
With Full Credential	64	56	55
Without Full Credential	7	4	7
Teaching Outside Subject Area of Competence	0	0	0

Additional Qualifications for Staff

Short Term Staff & Interns

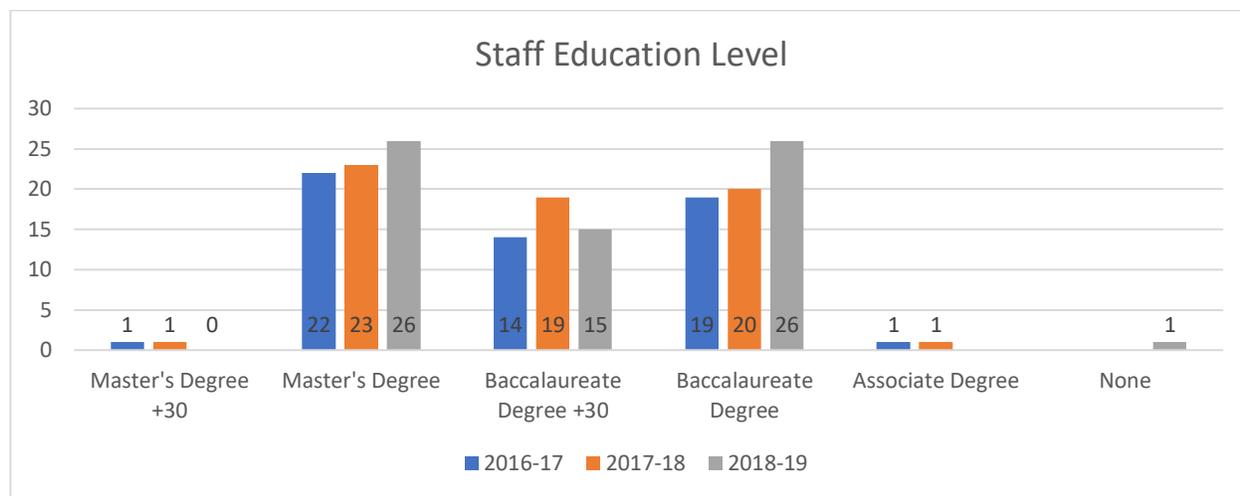
For 2020-2021, 7 of Kennedy's teachers are providing instruction on an internship credential or short-term staff permit.

	2020-2021
Provisional Intern Permits (PIPs)	3
University Interns	4

Advanced Degrees

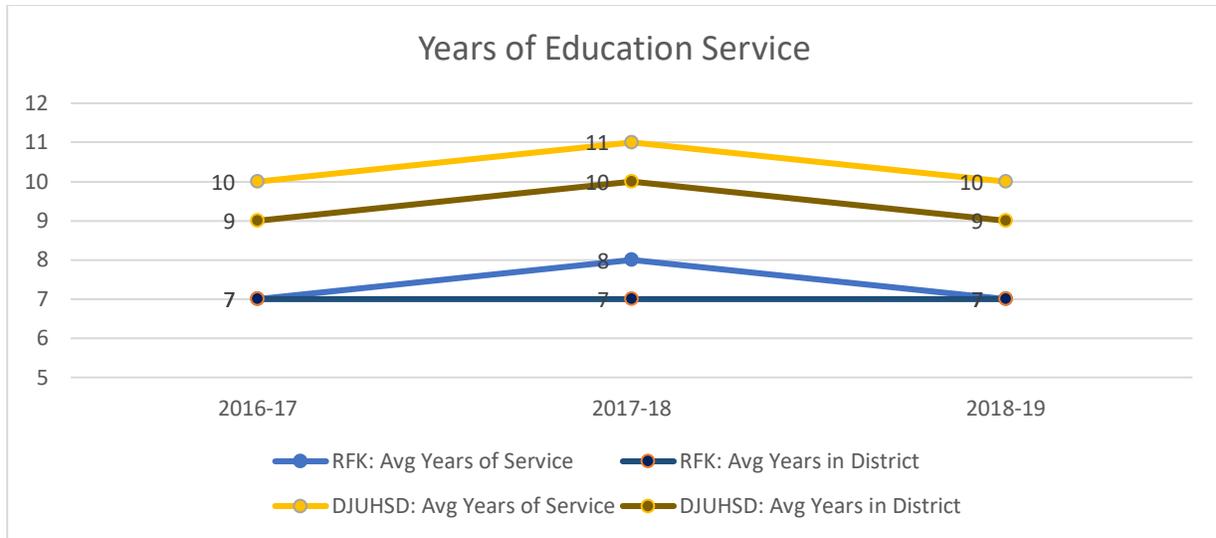
Kennedy’s teaching staff is highly educated, especially considering how relatively new much of our teaching staff are. Many of Kennedy’s staff have pursued education beyond a Baccalaureate Degree. Over a third of Kennedy’s certificated staff possess a master’s degree or higher.

Kennedy does employ one teacher with a CTE credential, which does not require the attainment of a bachelor’s degree; instead, the teacher must have demonstrated equivalent work experience and professional knowledge.



Years of Educational Service

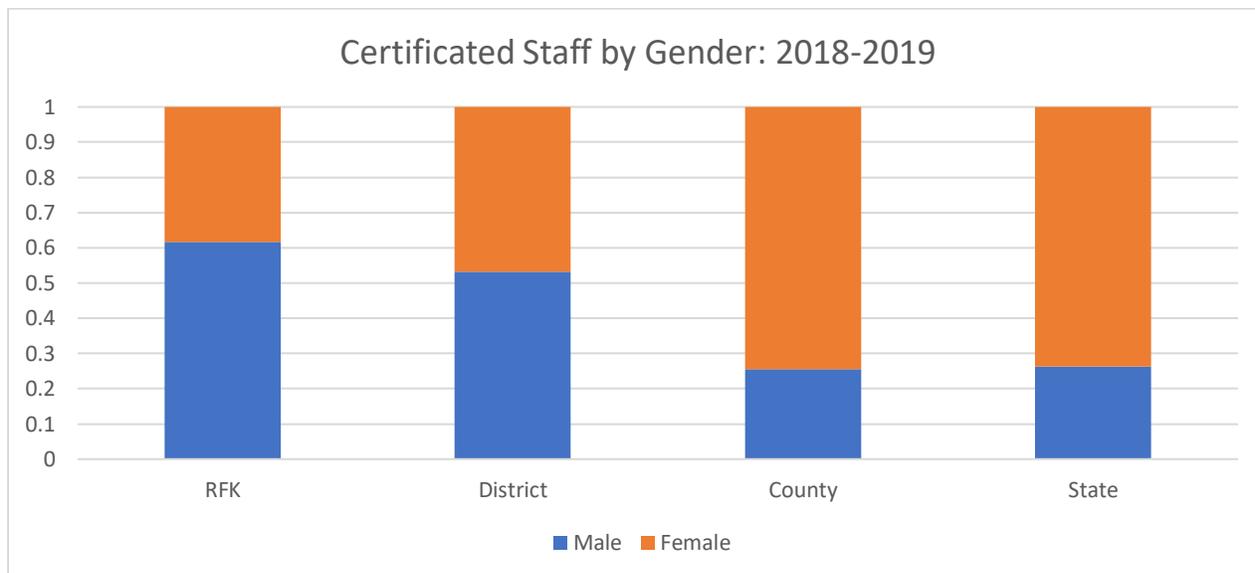
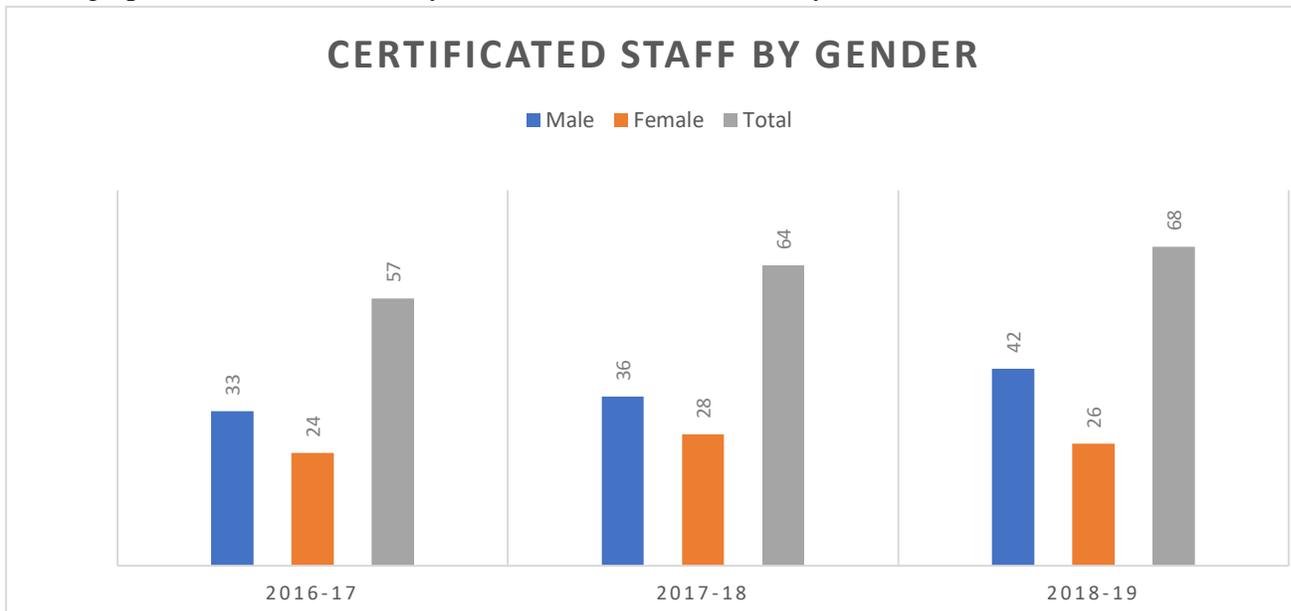
Staff at Kennedy are newer (6 years average teaching service) to the profession than the District (9 years), the County (12 years), and the State (14 years). The relative “newness” of Kennedy’s teachers can be attributed to enrollment growth, subsequent staffing growth, and Delano’s location in the county and proximity to nearby Universities compounded by statewide teacher shortages. Because the District is some distance from nearby Universities, the District (and Kennedy) often employs teachers with preliminary credentials and intern teachers. Nevertheless, a newer teaching staff has been beneficial in helping to cultivate and maintain an enthusiastic and energetic teaching community at Kennedy.



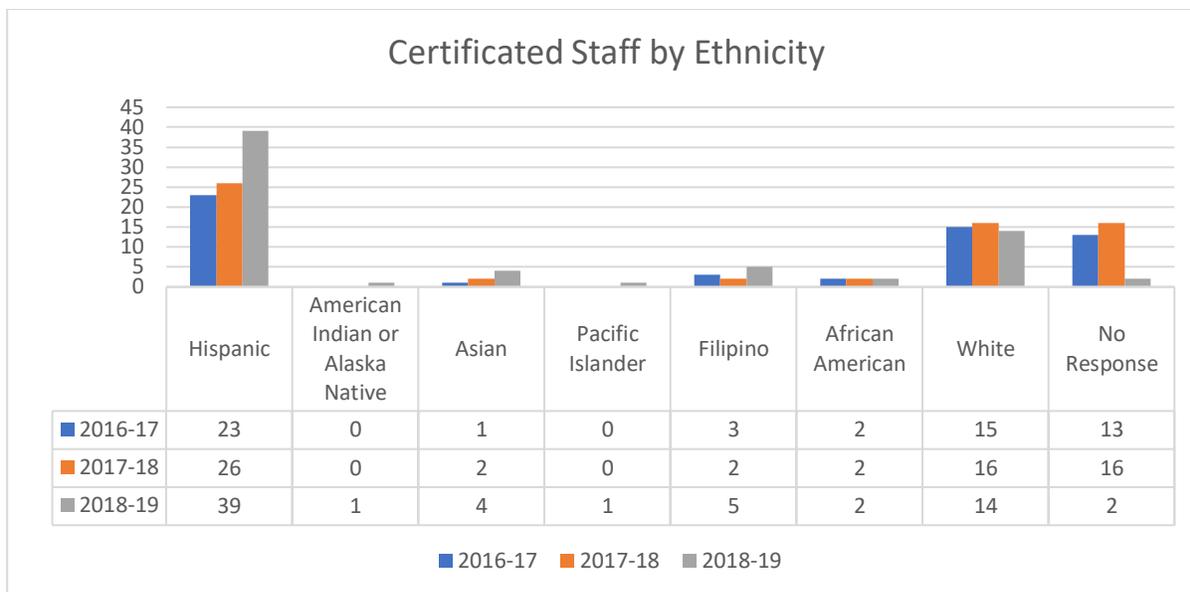
2018-2019	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
School	6	6	15	5
District	10	9	32	18
County	12	10	1,083	684
State	14	12	22,692	18,400

Gender and Ethnicity of Staff

Kennedy’s teaching staff is predominately male. This is true of all certificated staff for the whole District, but Kennedy’s staffing demographics do not mirror County or State teaching staff demographics, where female certificated staff make up the majority. County and State demographics include elementary teachers, who are more likely to be female.



Kennedy’s certificated staff reports primarily as Hispanic, which reflects the community of Delano.

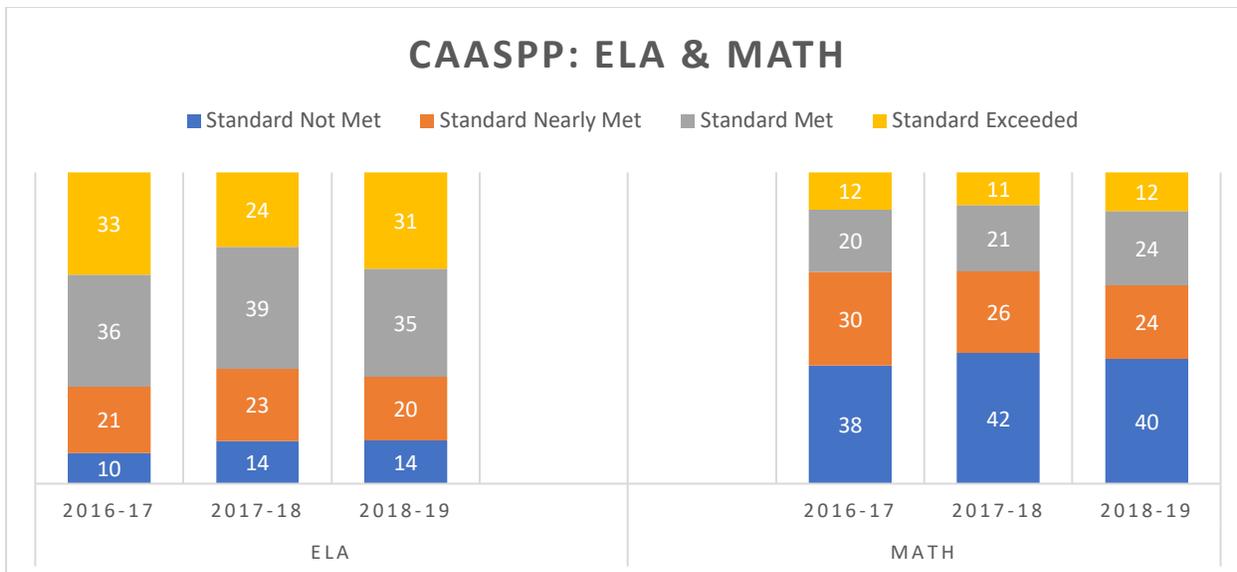


Student Achievement Data

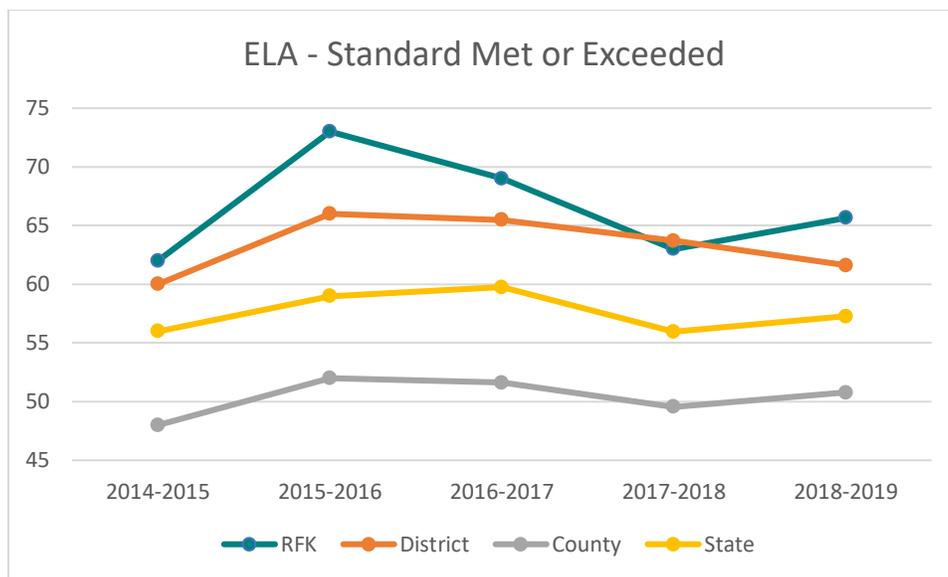
Results from the California Assessment of Student Performance and Progress (CAASPP)/Smarter Balanced Assessment of Common Core

Kennedy’s students have demonstrated strong achievement in both English Language Arts and Mathematics on the CAASPP assessments. Kennedy has maintained participation rates on the CAASPP of nearly 100% of enrolled students for all years thus far of the CAASPP administration. For the most recently reported year (2019), Kennedy is in the green for all students on the CA Dashboard Academic Indicator for both English Language Arts and Mathematics. Reported subgroups of Hispanic and Socioeconomically Disadvantaged are also in green for both English and Mathematics. The English Learners subgroup is in yellow for English and orange in Mathematics.

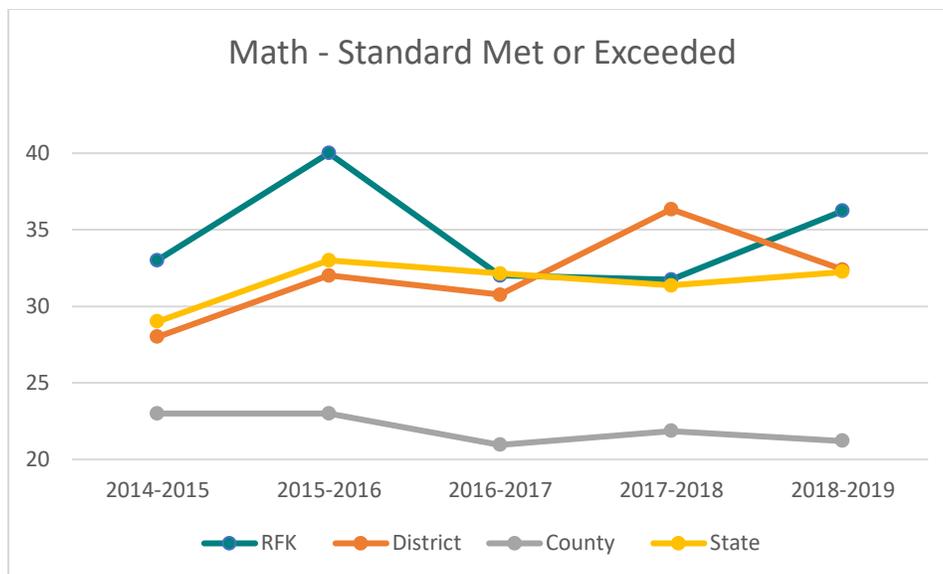
In English, percentages of students meeting or exceeding standards on the CAASPP is usually in the mid to high 60% range. For Math, percentages of students meeting or exceeding standards on the CAASPP is usually in the low to mid 30% range.



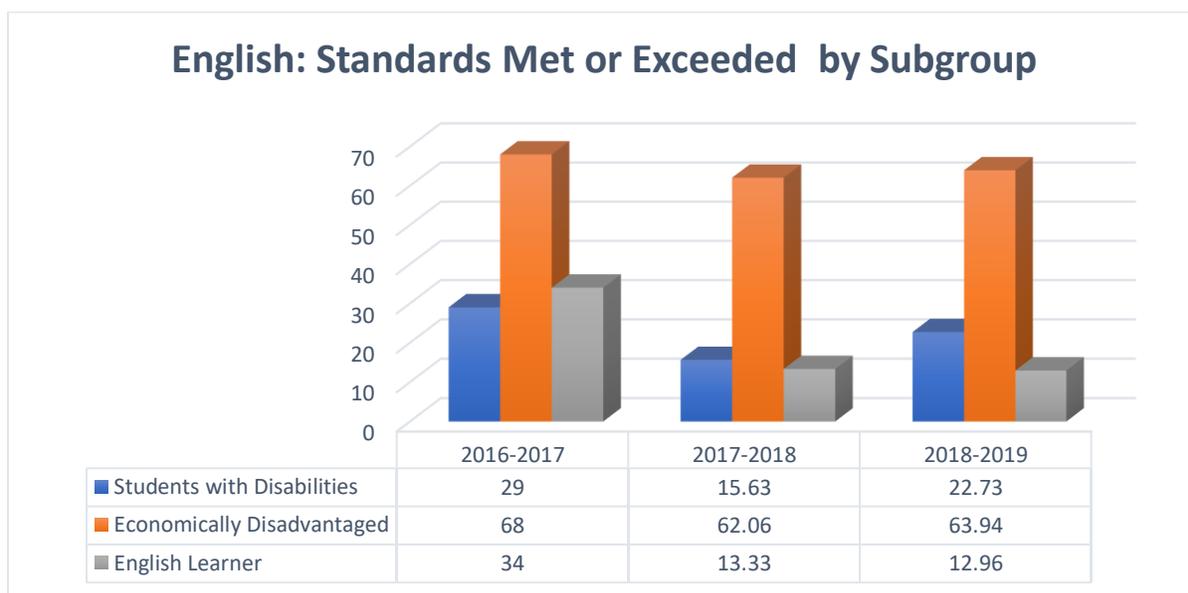
On the English CAASPP grade 11 assessments, Kennedy consistently sees student performance (standard met or exceeded) at levels higher than both the county or state. Student scores meeting or exceeding standards tend to hover mid-to-high sixty percent.



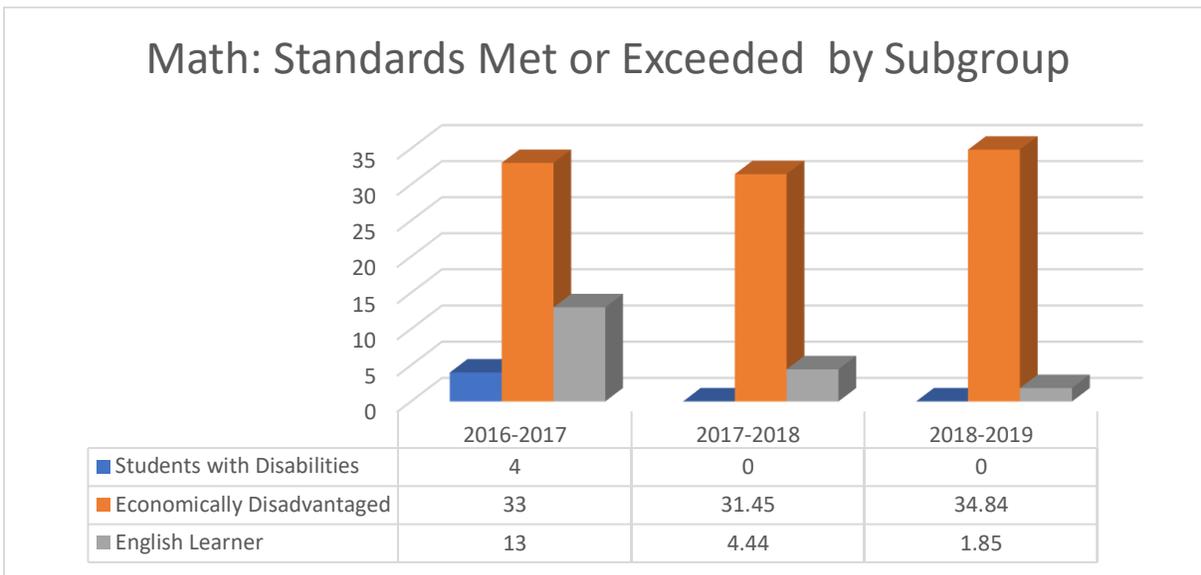
On the Math CAASPP grade 11 assessments, Kennedy consistently sees student performance (standard met or exceeded) at levels higher than the county. Most years, student performance exceeds that of the State. Students meeting or exceeding standards tends to hover low-to-mid thirty percent.



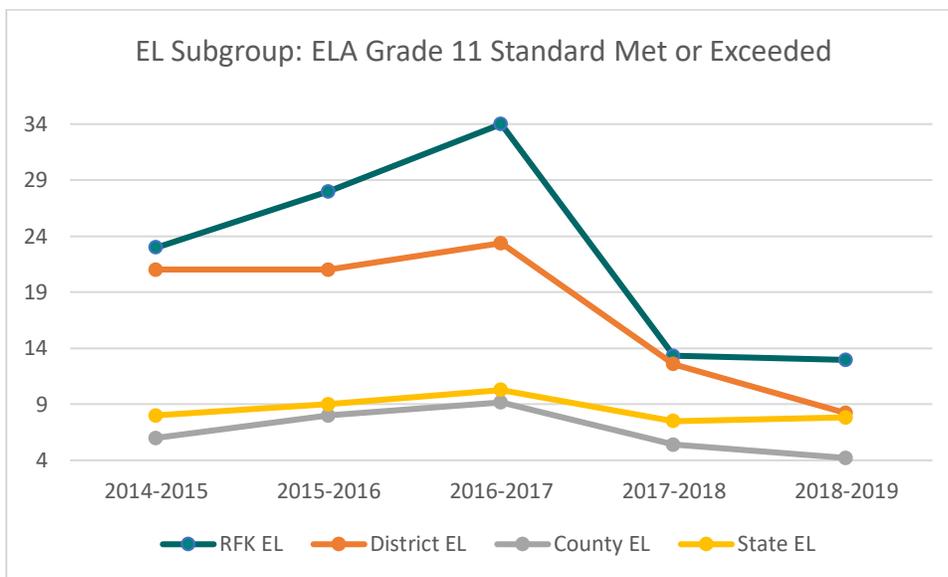
Analysis of the three main subgroups at Kennedy (Students with Disabilities, Economically Disadvantaged, and English Learners) reveals strong ELA achievement for the Economically Disadvantaged at levels that mirror the general population. This is because most of Kennedy’s students are socioeconomically disadvantaged, so the subgroup is nearly synonymous with the general population. English Learner achievement in English declined in 2018 and again in 2019. Students with Disabilities also saw an achievement decline in 2018 but achievement recovered some in 2019.



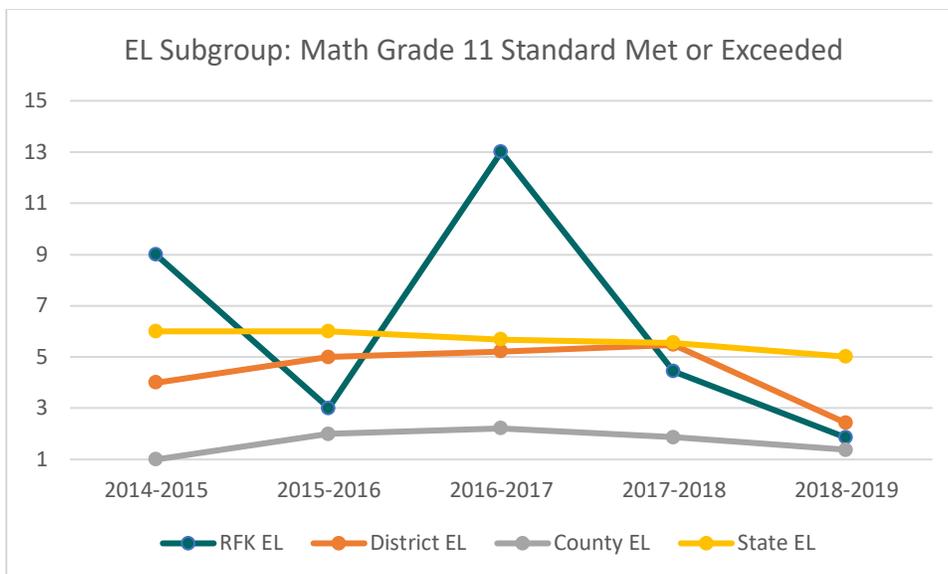
As with English, the Economically Disadvantaged subgroup achieves at levels similar to the general population. Both English Learners and Students with Disabilities subgroups have declined in achievement in Mathematics in 2018 and 2019.



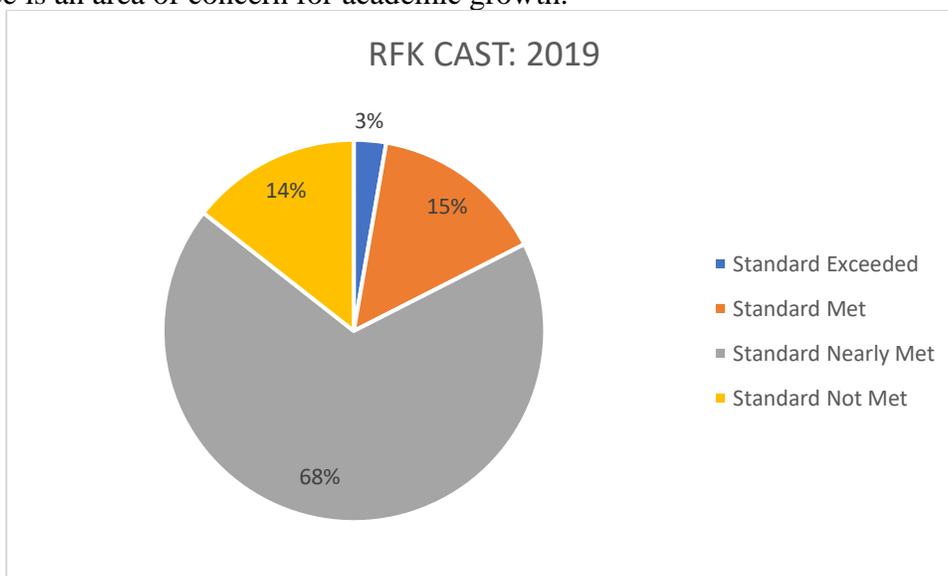
While the EL subgroup achievement has declined in English, student performance trends reflect District, County, and State achievement trends. Furthermore, Kennedy’s EL students’ achievement remains above District, County, and State achievement.



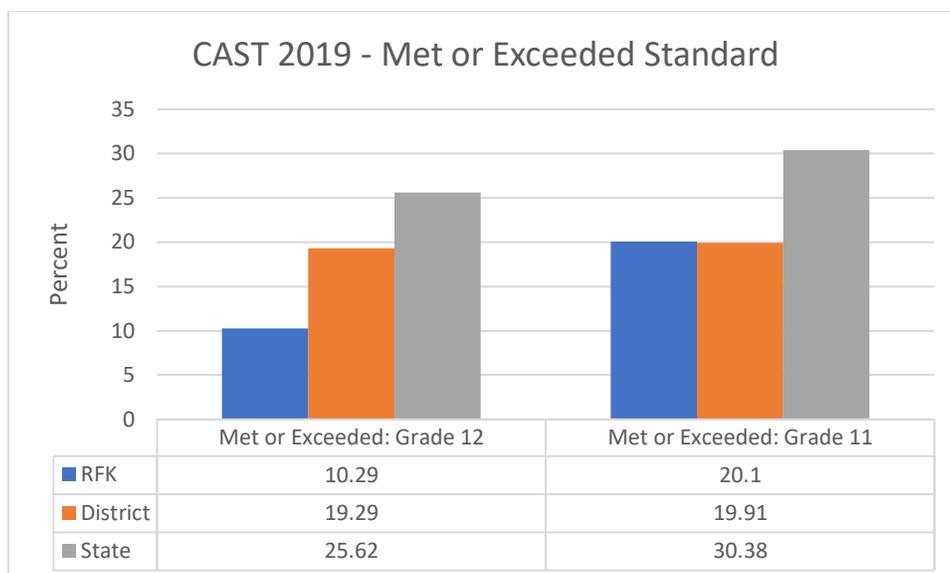
EL subgroup achievement in Mathematics is more inconsistent, but EL performance has remained above County achievement.



We have only one year of California Science Test (CAST) scores. Those scores did not indicate that Science is an area of concern for academic growth.

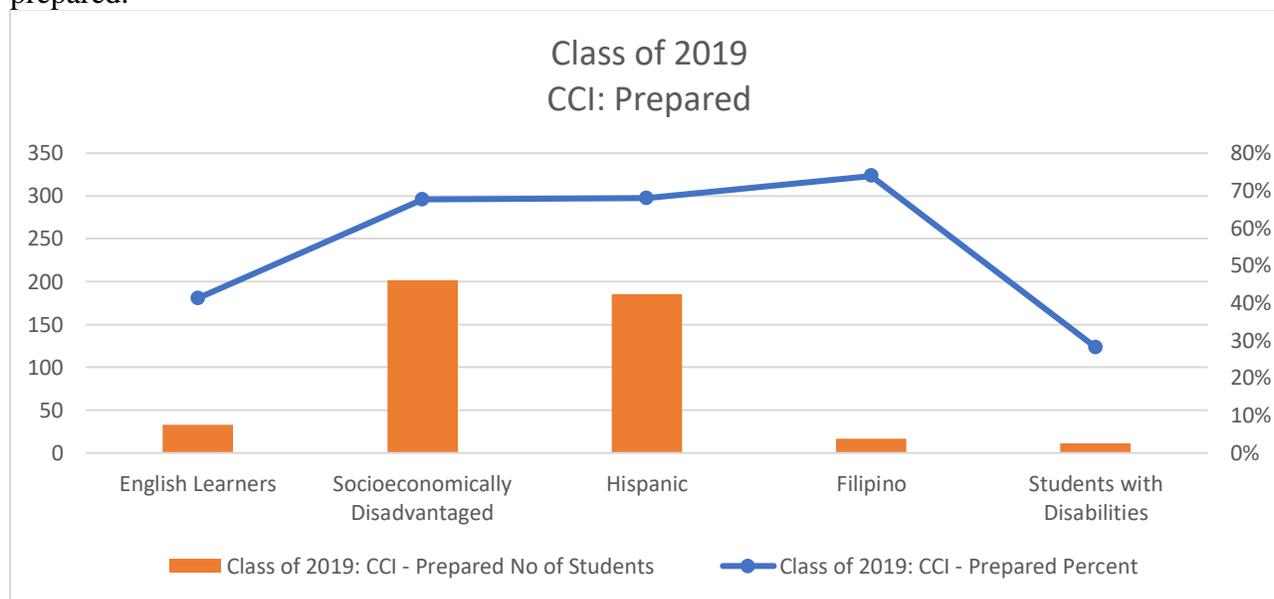


While the first year's scores are not likely to reflect what we can anticipate in future years, our scores do indicate that grade 11 students performed stronger than grade 12 students. This lower performance is likely due to the fact that many 12th grade students did not take a science class the year of their CAST. Counselors have been working with students to better target students who need to take the CAST in the last year of their science courses.



College and Career Preparedness

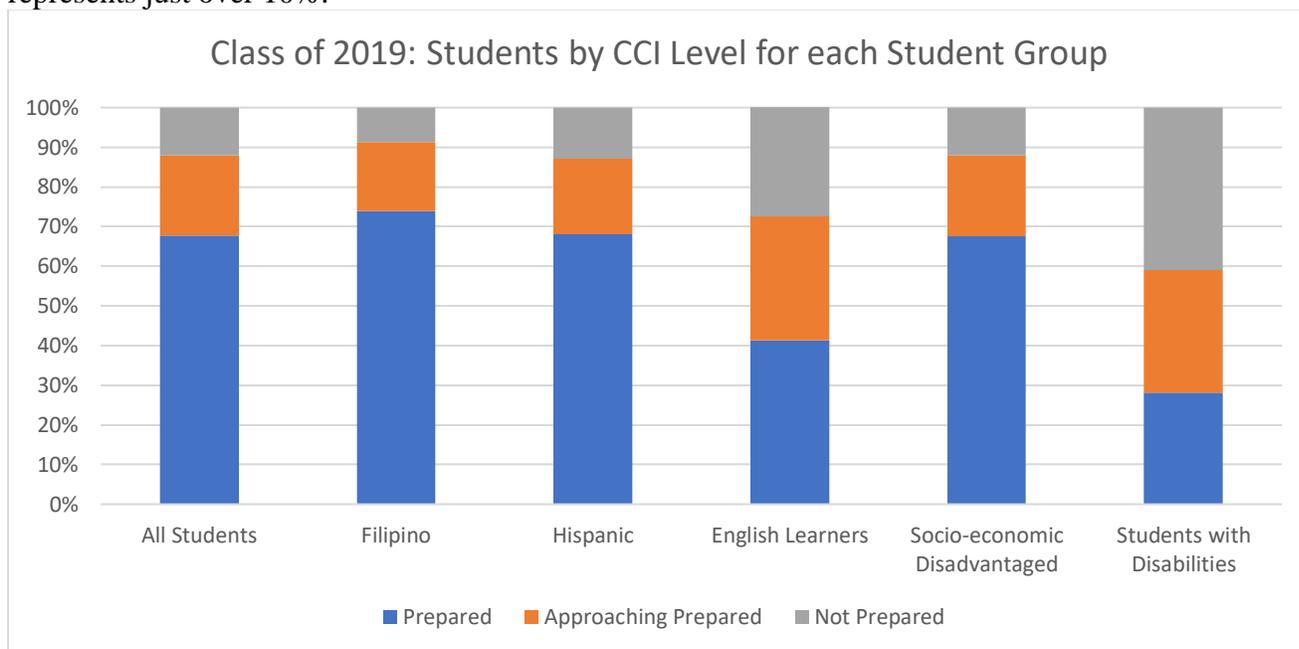
Two of Kennedy’s stronger performing subgroups on the College and Career Indicator (CCI) are also two of its largest groups: socioeconomically disadvantaged and Hispanic. Important to note though is that most of Kennedy’s enrollment falls into both of those subgroups. Kennedy’s highest performing subgroup represents a small number of Kennedy’s students, and thus does not receive a color ranking on the CA Dashboard: Filipino with 23 students or 74% of the group graduating prepared.



Of Kennedy’s significant subgroups, all but one is “Green” or higher on the CA Dashboard. The English Learner subgroup, representing about a quarter the graduating class, is yellow; a much smaller percentage of the subgroup met the necessary criteria to be classified as prepared.

Class of 2019: CCI - Prepared		
	Percent	No of Students
All Students	68%	206
English Learners	41%	33
Socioeconomically Disadvantaged	68%	202
Hispanic	68%	185
Filipino	74%	17
Students with Disabilities	28%	11

Kennedy’s English Learner and Students with Disabilities subgroups do not perform as strongly on the CCI across all three CCI levels as do other subgroups. Not only do fewer students meet the criteria for prepared, but also a much larger number of students graduate not prepared. Important to note in considering this data is the size of both subgroups. The English Learner subgroup represents one-quarter of the graduating class and the Students with Disabilities subgroup represents just over 10%.

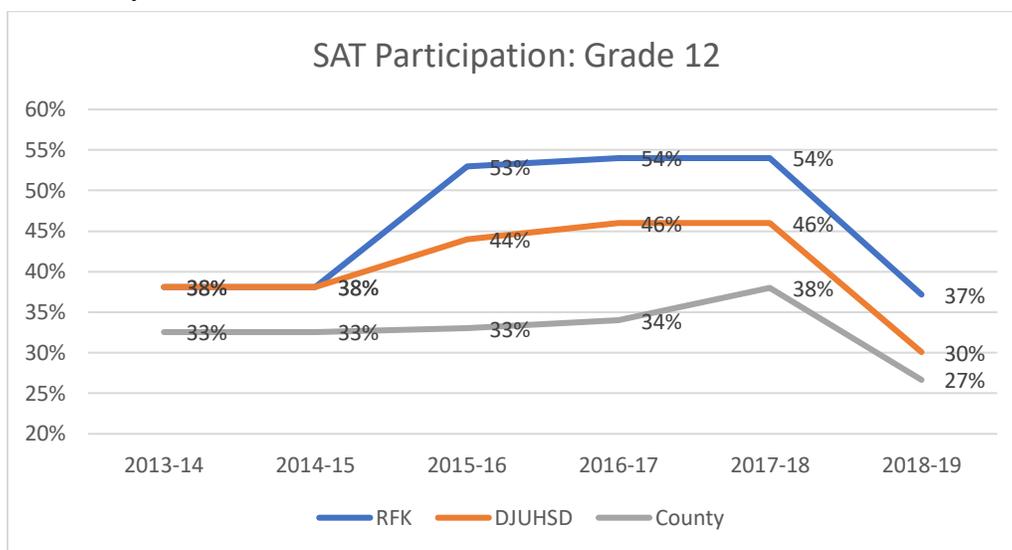


Class of 2019: CCI - Approaching Prepared		
	Percent	No of Students
All Students	20%	61
English Learners	31%	25
Socioeconomically Disadvantaged	20%	61
Hispanic	19%	52
Filipino	17%	4
Students with Disabilities	31%	12

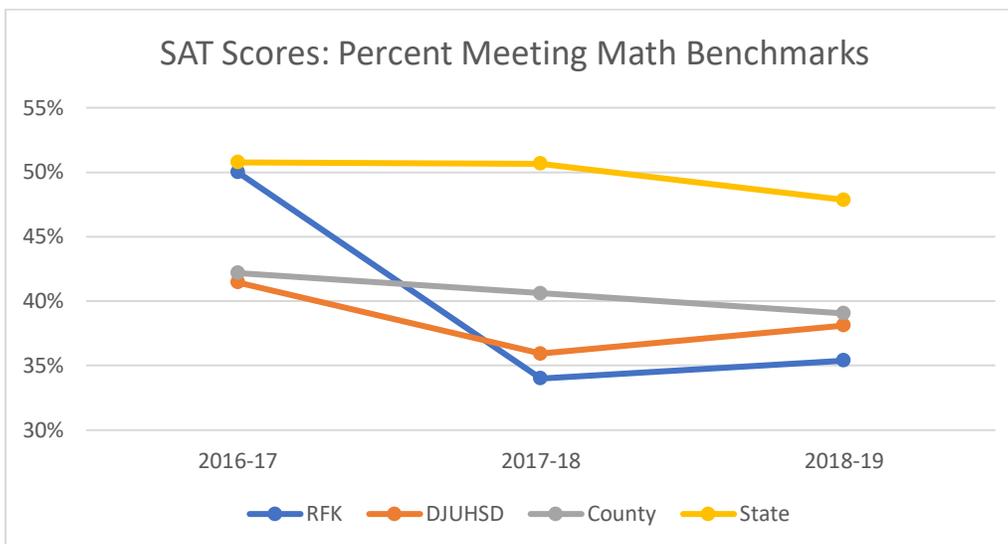
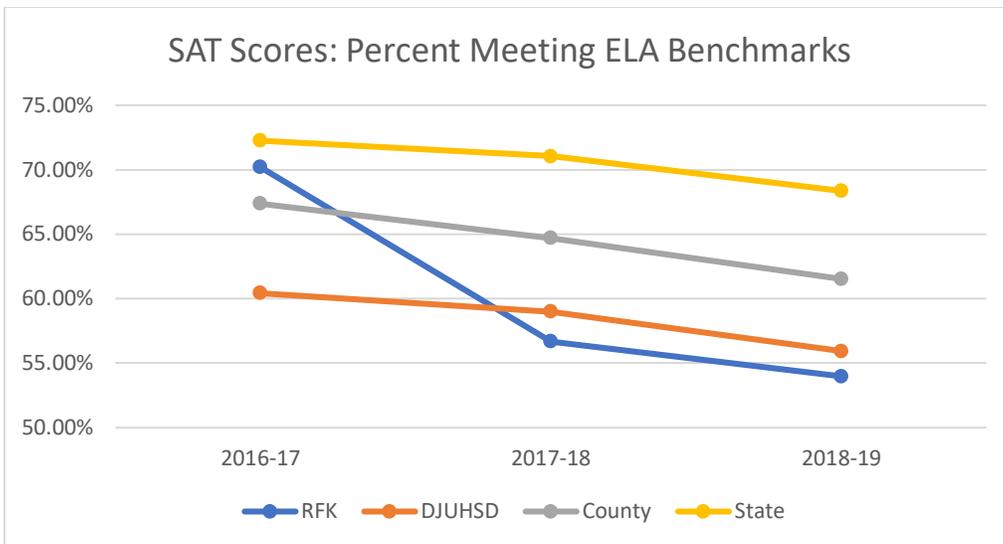
Class of 2019: CCI - Not Prepared		
	Percent	No of Students
All Students	12%	37
English Learners	28%	22
Socioeconomically Disadvantaged	12%	36
Hispanic	13%	35
Filipino	9%	2
Students with Disabilities	41%	16

College Admissions Assessments: SAT, ACT, and EAP

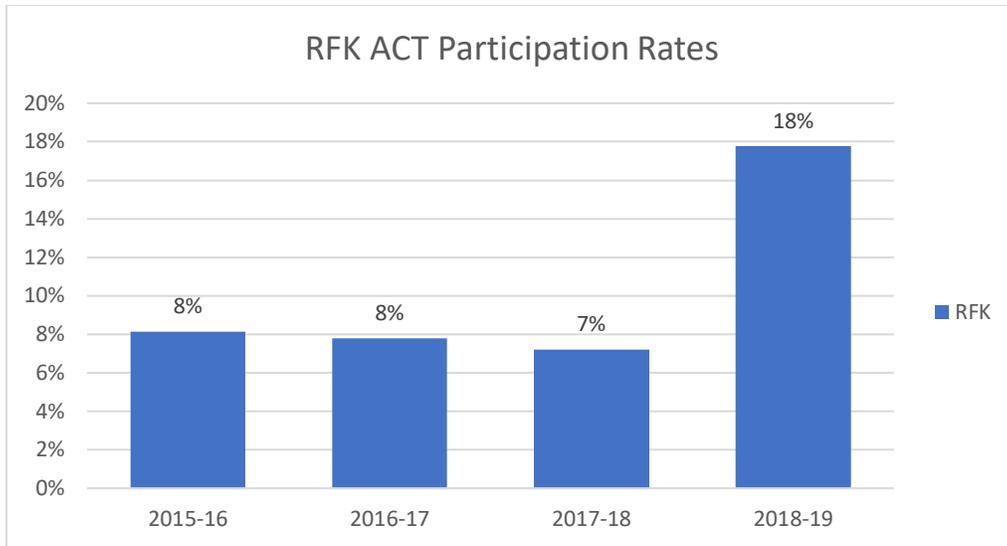
Kennedy had a high SAT participation rate from 2014-15 to 2017-18, higher than participation rates for the District and County. We believe this was attributed to strong communication from our academic counselors to students regarding the importance of SAT testing, our students qualifying for SAT fee waivers, and offerings of after school SAT preparation classes. The SAT preparation classes were discontinued after 2018 due to changes in LCAP funding and goals, and accordingly SAT participation rates declined. Nevertheless, our participation rates are higher than the both the District and County.



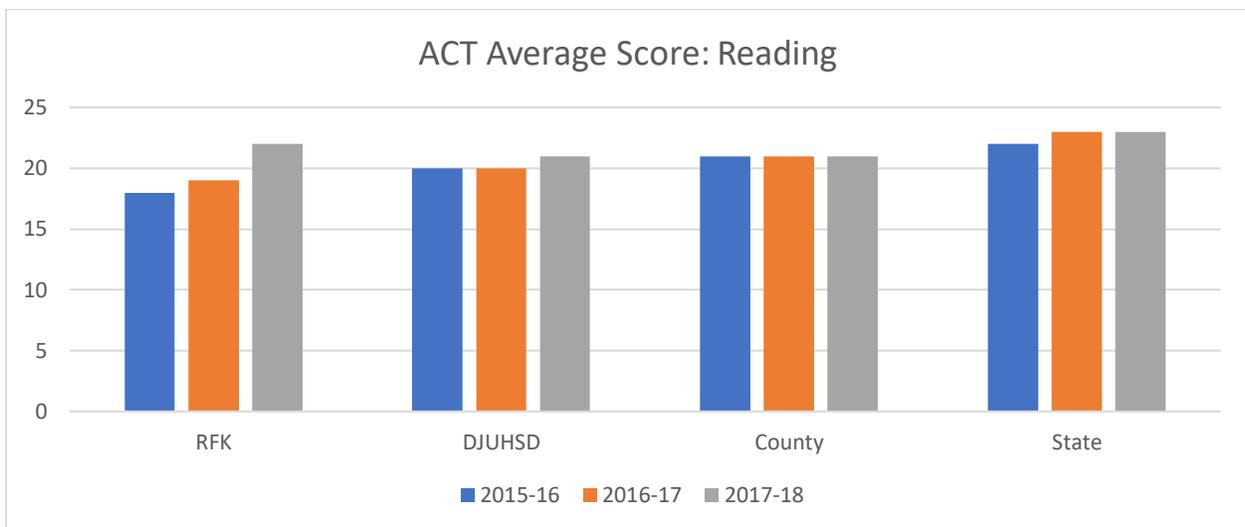
Early 2016 College Board phased in a revised version of the SAT, reflecting changes in content as well as scoring. As of Spring 2020 only three years of SAT data has been released under the new version of the assessment. The data is too limited to note any trends in performance. One year Kennedy’s students performed nearly as well as the State; the next year scores dropped lower than State, County, or District. Notably, the drop belonging to the graduating class of 2018 corresponds to similar declines on the 2017 grade 11 ELA and Math CAASPP assessments. Kennedy’s performance has remained under the District, County, and State performance since.

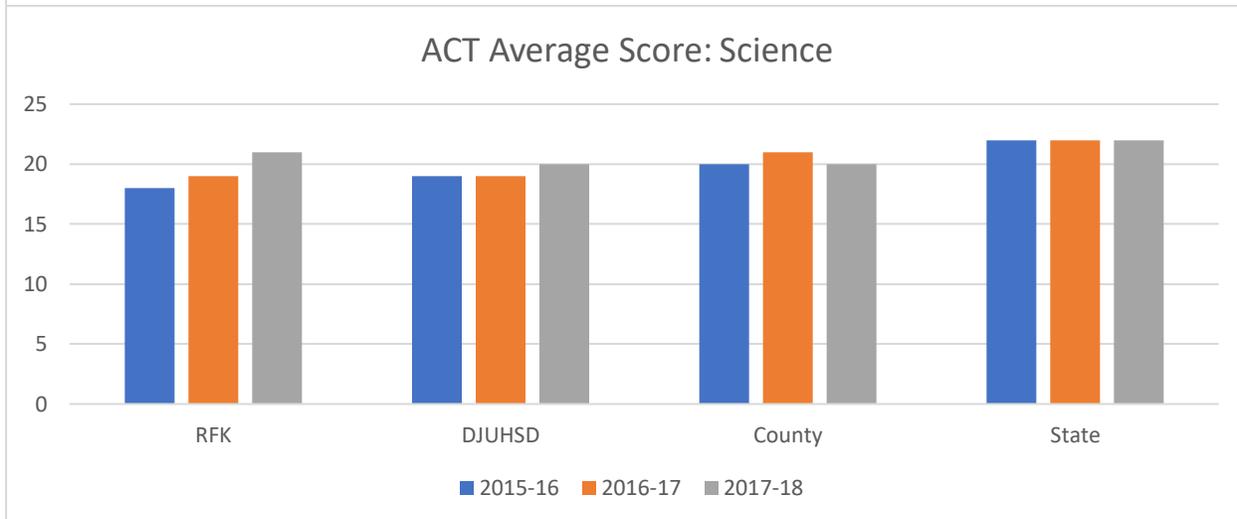
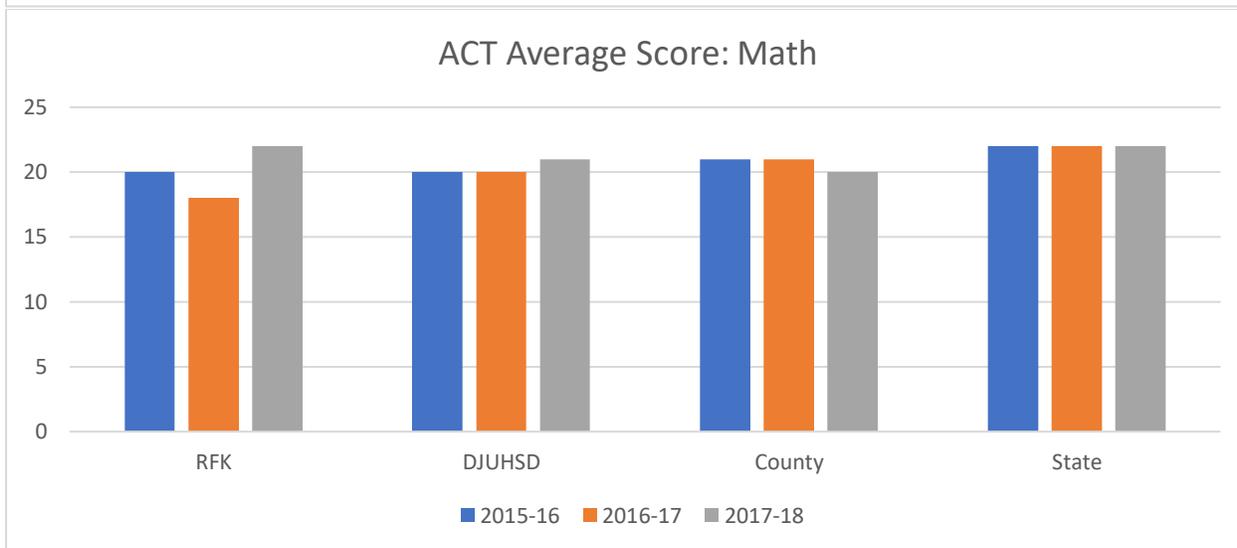
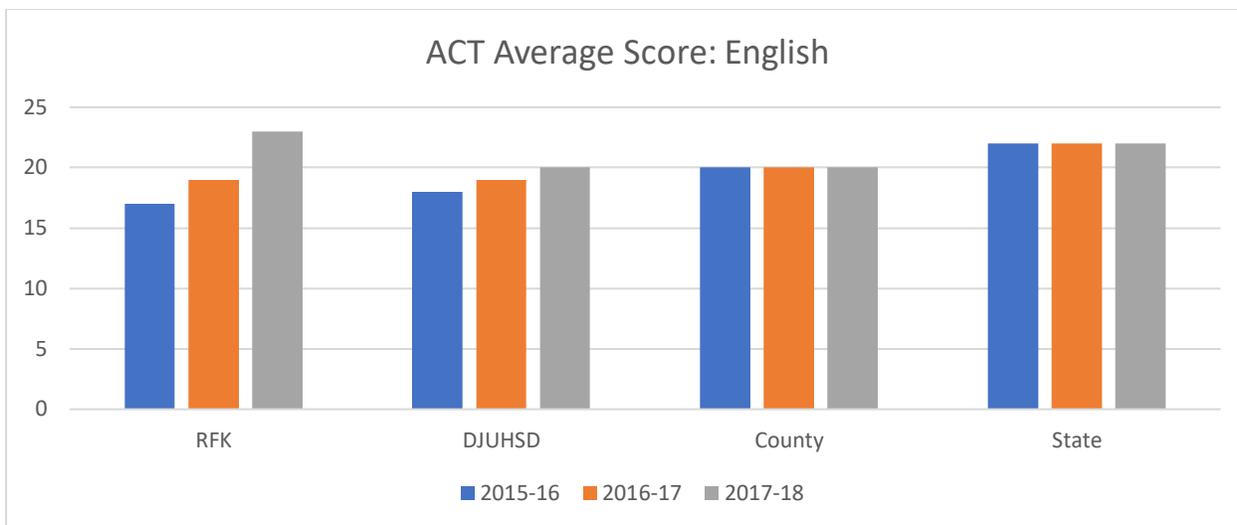


Only a small percentage of Kennedy’s students participate in the ACT test; in most years, fewer than 10% of the graduating class each year. In 2018-2019, participation on the ACT more than doubled from 7 % to 18%.



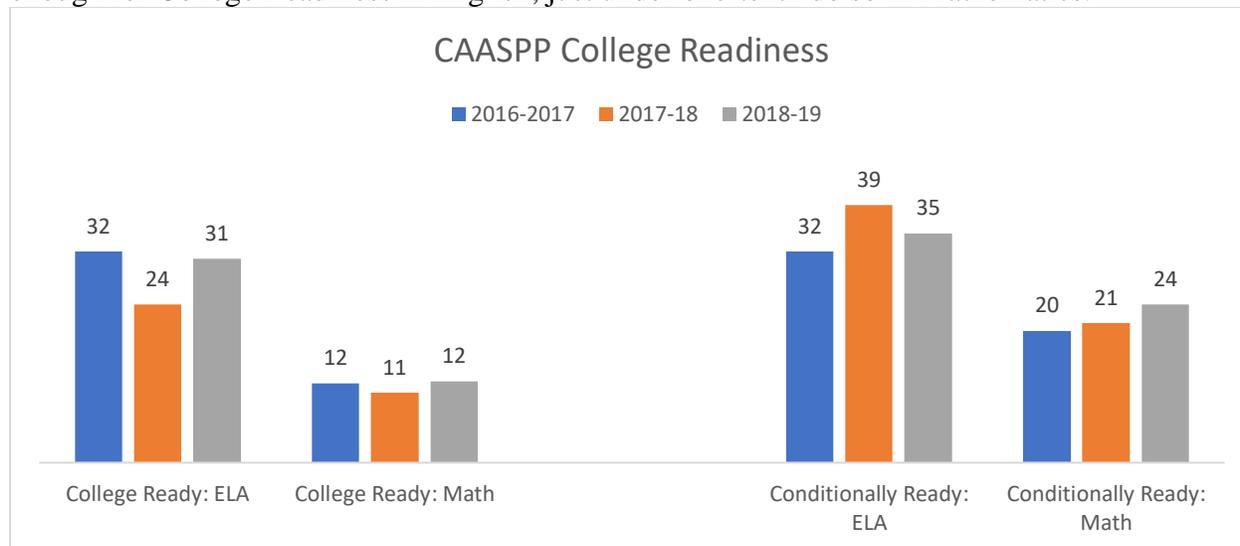
Students who do opt to take the ACT have achievement levels in all subjects close to State achievement levels.





College Readiness on the CAASPP is determined by achievement level. Students scoring a level 4 (Standard Exceeded) in either ELA or Math are determined to be College Ready in that subject.

Students scoring a level 3 (Standard Met) are determined to be Conditionally Ready contingent on passing certain English and/or Mathematics courses in their senior year. Because students perform stronger on the ELA CAASPP than Math, more students are “College Ready” in English than in Mathematics. On any given year, between one-fourth and one-third of students score strongly enough for College Readiness in English; just under one-tenth do so in Mathematics.

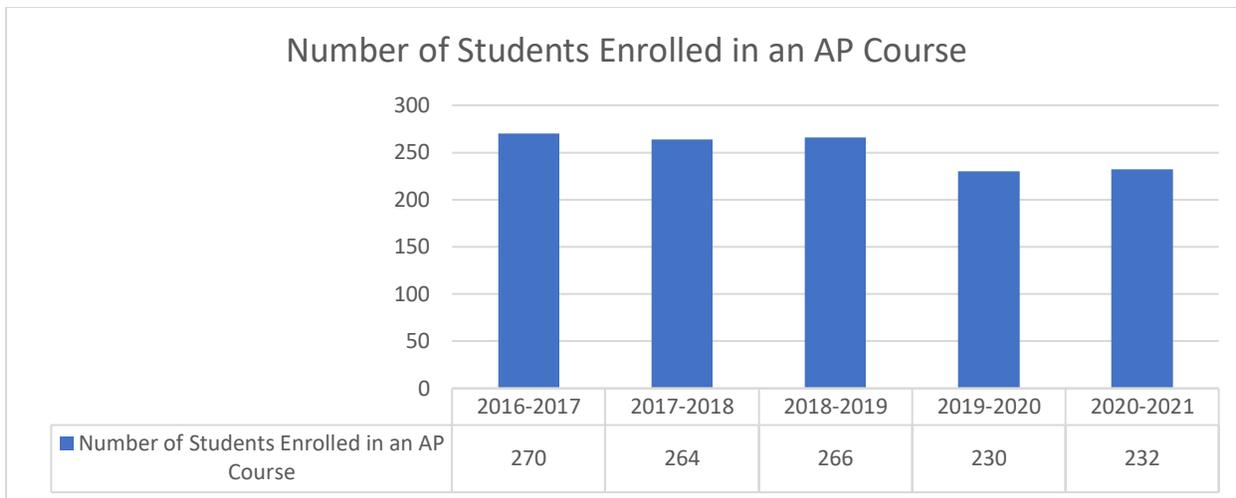


Kennedy’s other two main subgroups, English Learners and Students with Disabilities, seldom achieve high CAASPP College Readiness rates. Only one year in the last five have English Learners demonstrated any College Readiness via the CAASPP for either ELA or Math; and only the last two years have Students with Disabilities, and only in ELA.

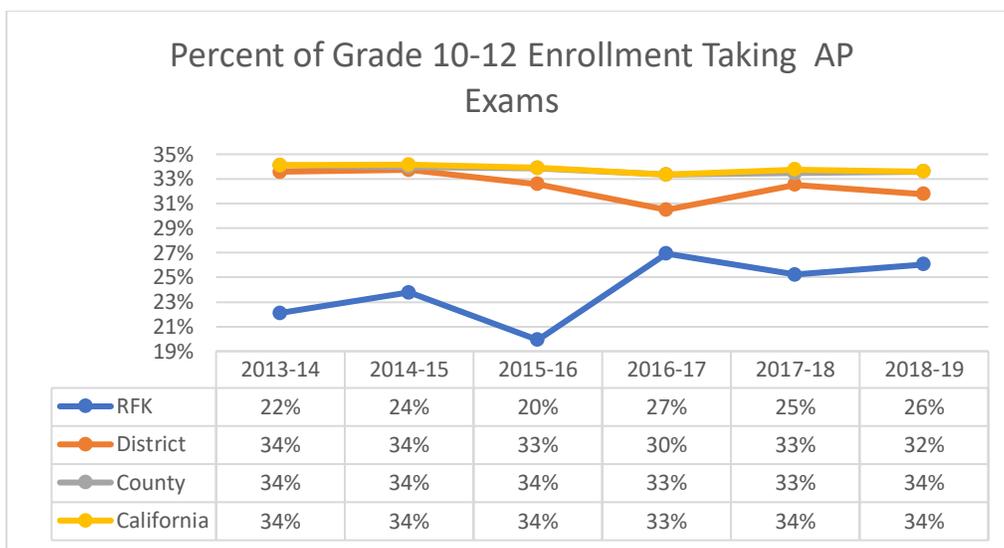
CAASPP College Readiness			
	2016-2017	2017-18	2018-19
All Students: ELA	32	24	31
English Learners: ELA	4.92	0	0
SPED: ELA	0	6	5
ALL Students: Math	12	11	12
English Learners: Math	3.28	0	0
SPED: Math	0	0	0

Advanced Placement Exams

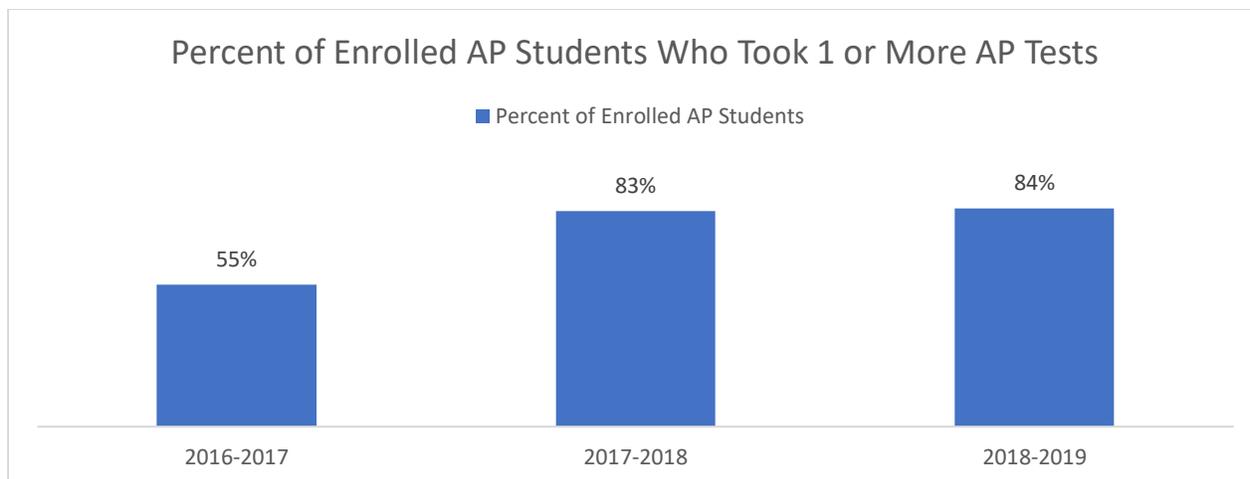
Kennedy offers 10 to 11 Advanced Placement (AP) courses in the subjects of English, Mathematics, Science, Social Studies, and World Language, depending on enrollment needs. Ms. Jennifer Allen, Kennedy’s Learning Director, oversees AP course approval. Kennedy has an open-enrollment policy for AP classes, and all students who are willing and academically focused are strongly encouraged to take AP. Over the last few years, Kennedy has seen a slight decline in AP enrollment. At the same time, Dual and Concurrent Enrollment course offerings have increased, with several of the course offerings providing students college credit for the same courses targeted by the AP tests (e.g., English, History, Spanish).



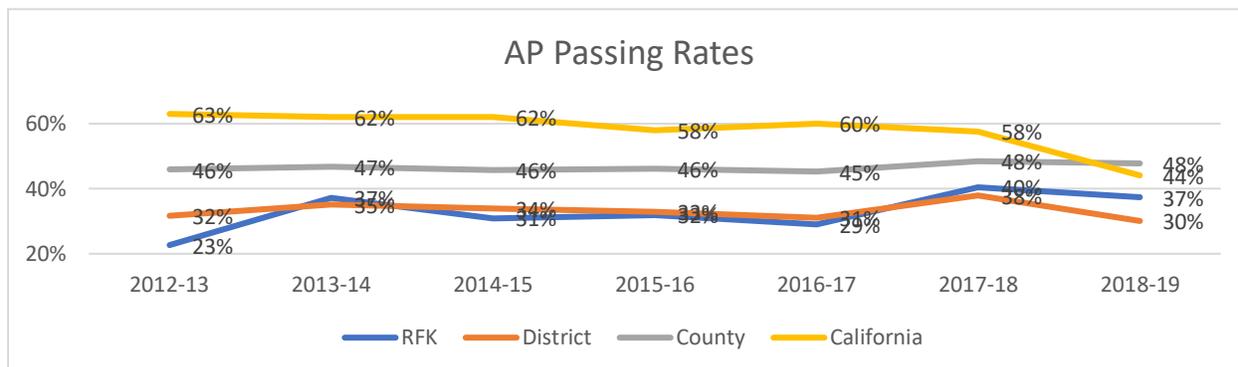
Likely also impacted by Dual and Concurrent Enrollment, a smaller percentage of Kennedy’s students take AP exams compared to the District, County, or State. Since 2016-17, around a quarter of Grade 10-12 students take the AP exam. To encourage AP test participation, the District pays or reimburses students for the exams. We estimate that students will take approximately 400 AP exams in Spring 2021.



Students who enroll in AP courses do not necessarily take the corresponding AP exams; Kennedy has policies in place requiring students to take AP exams as a requisite of enrollment. However, since 2017, more AP students have opted to take one or more AP exams. Whereas 55% of AP students took an AP test in 2017, 83% and 84% did so in 2018 and 2019. This increase in participation is likely since Kennedy has sought to remove the financial barrier of test cost. Through the LCAP, Kennedy has been able to cover the cost of AP exams for students.

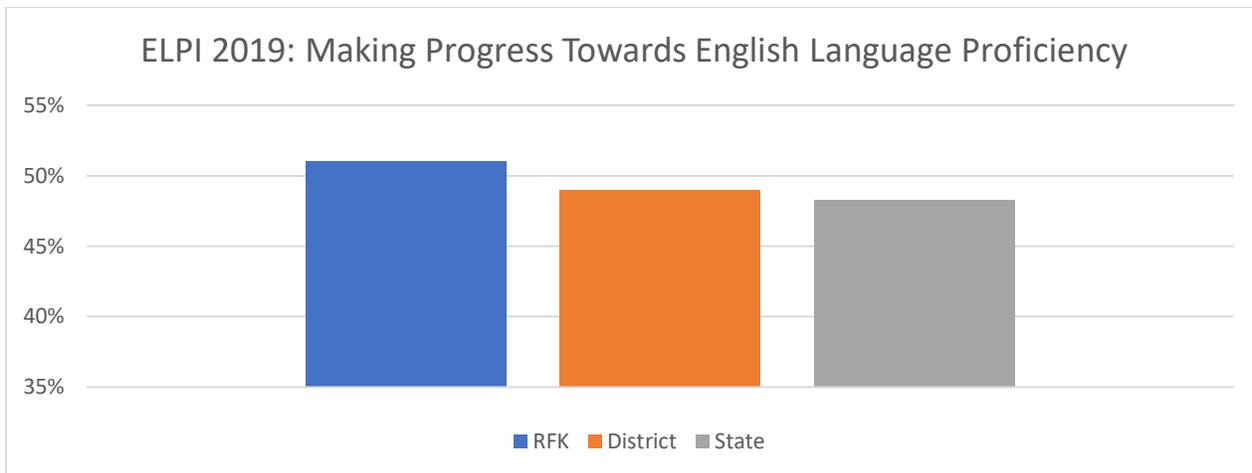


Kennedy has experienced a substantial growth in the number of students taking AP exams between 2016 and 2019. In 2019, the number of students who participated in AP testing reached a high of 240 students, about 90 more students than in 2016. Kennedy’s AP passing rates are low but consistent with those of the District. In the last two reportable years, Kennedy’s AP passing rates have exceeded the District’s. In any given year, approximately a third of AP exams earn a passing score. Kennedy’s low AP passing rates can be correlated to our population demographics of a high percentage of second-language learners and socioeconomically disadvantaged students. Even with the growth of Dual and Concurrent Enrollment, AP passing rates remain an area of focus for Kennedy.

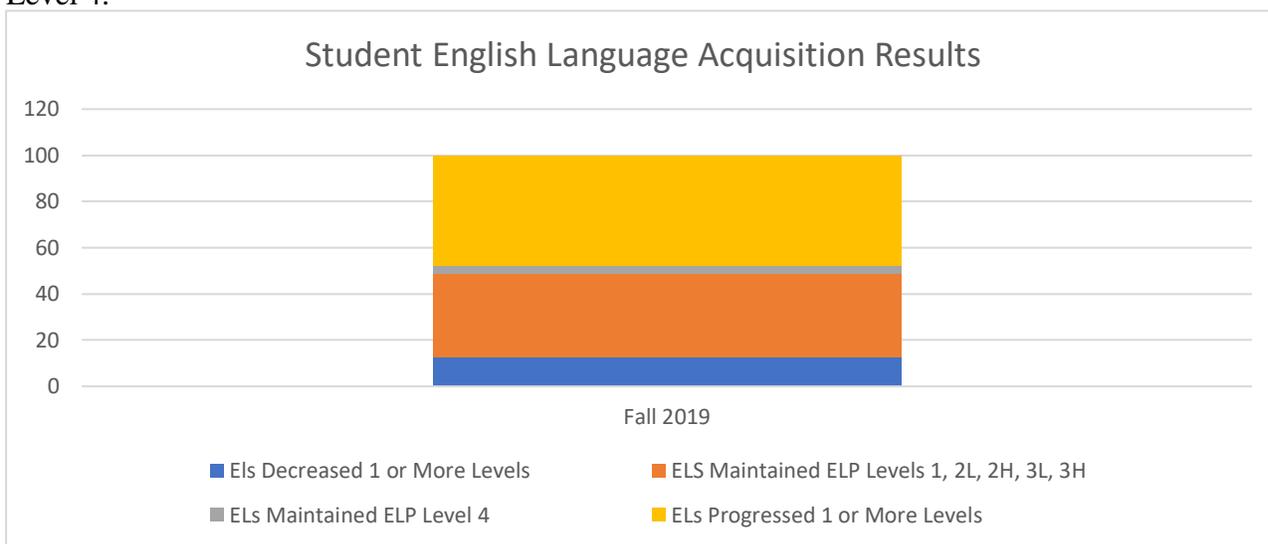


English Learner Proficiency

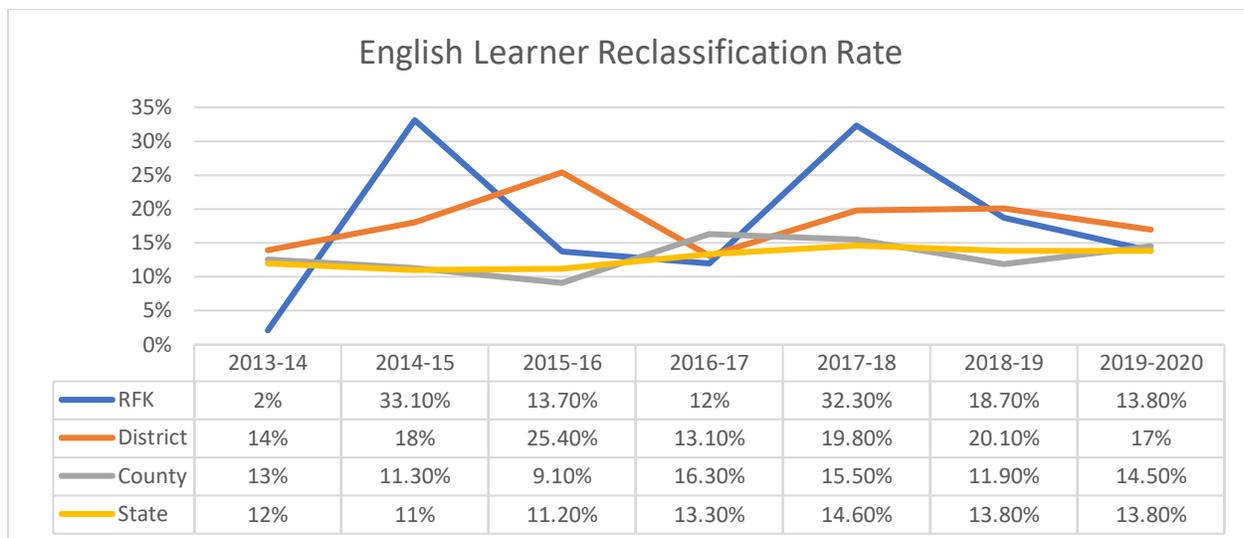
In its first year of the English Learner Proficiency Indicator (ELPI) [Fall 2019], Kennedy had a 51% of English Learners making progress toward English Language Proficiency, slightly more than the District or State. This places Kennedy in the “medium” range of ELPI progress.



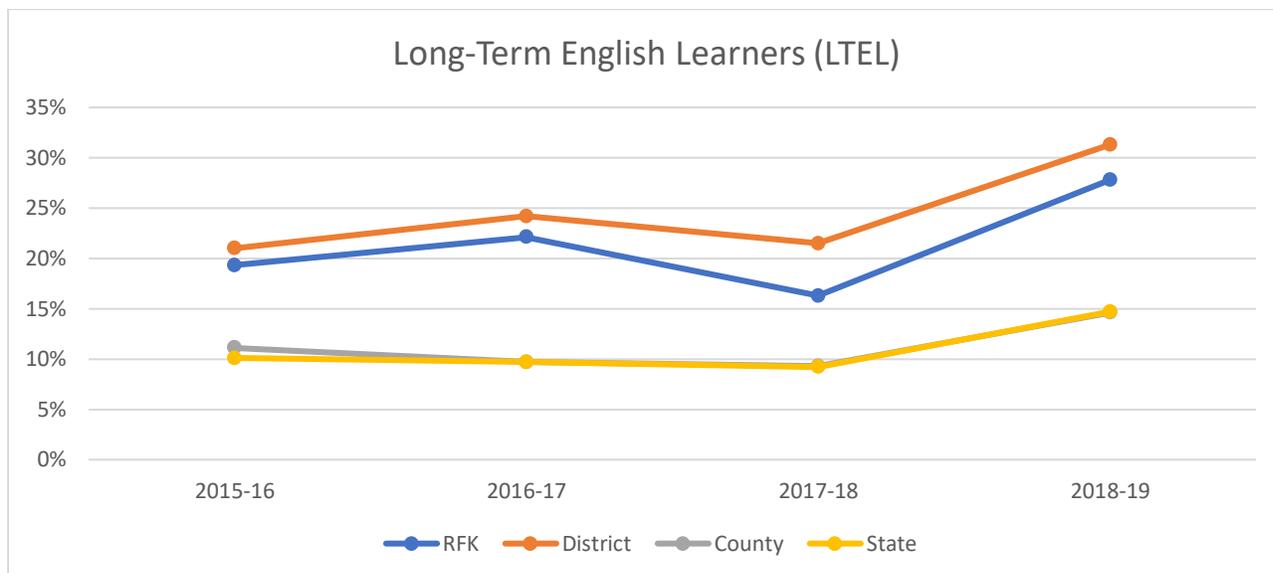
Of those ELs making progress, most did so by showing growth and progressing by one or more levels on the ELPI 6-level scale (47.8% of EL students); only 3% of EL students maintained ELP Level 4.



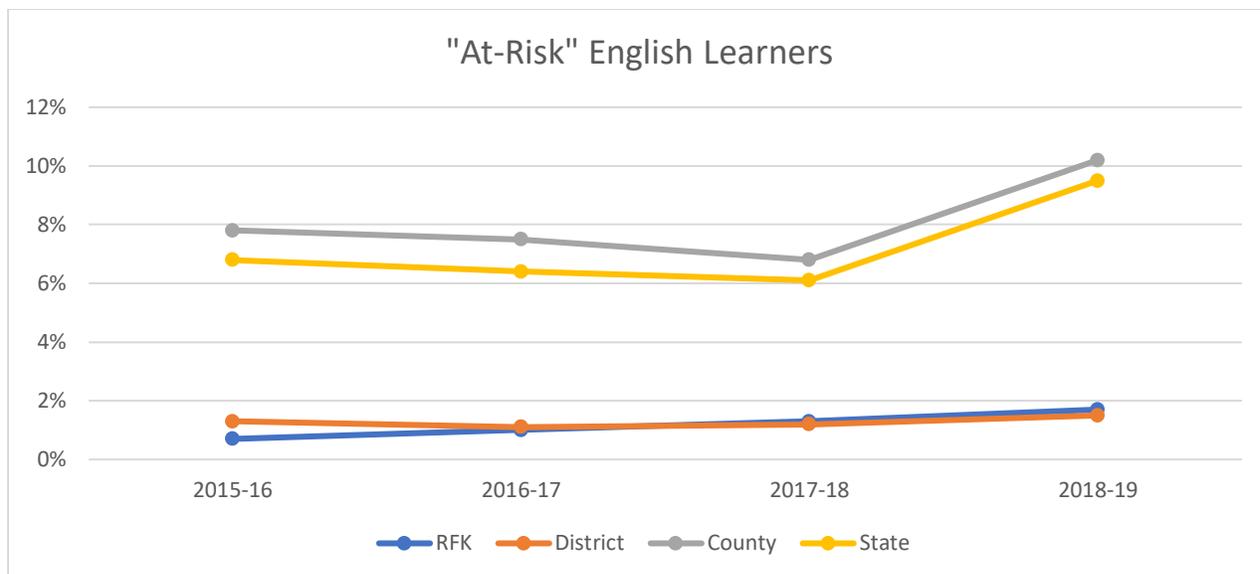
Kennedy’s reclassification rate varies from year to year. Some years, the reclassification rate is high (around 30%), others it is lower (around 10-15%). We attribute the inconsistent reclassification rates to changes in assessments (CELDT to ELPAC), how attainment of basic skills is determined (CST to CAASPP, etc.), and individual student cohort differences. For the most recent year, Kennedy’s reclassification rate matched the State reclassification rate of 13.8%.



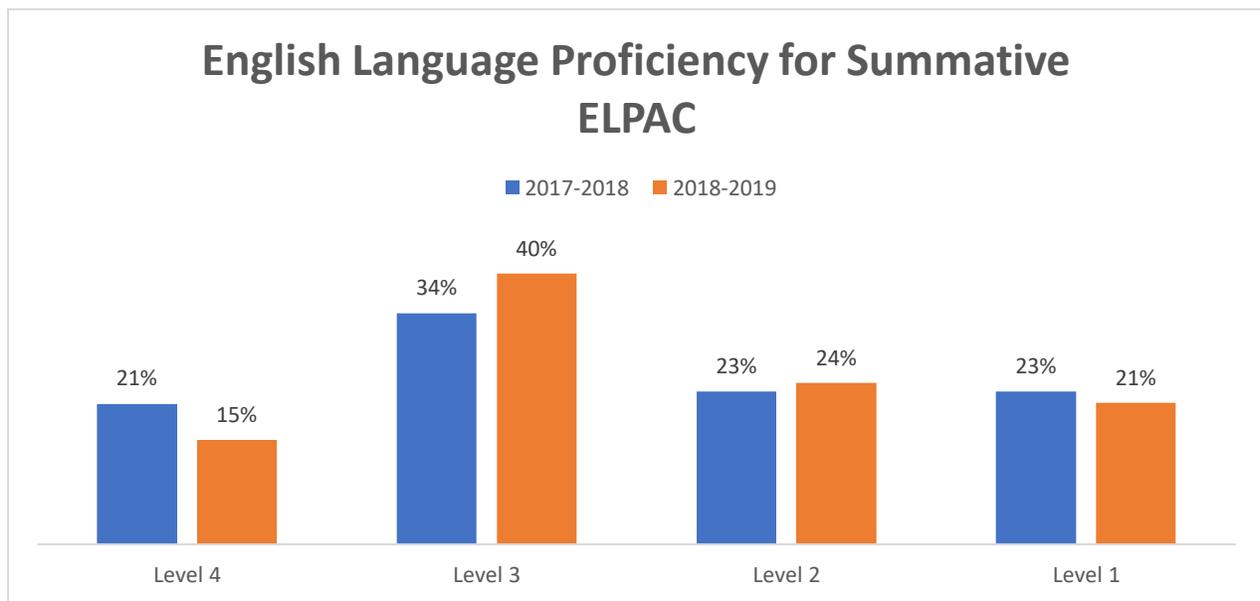
Kennedy typically has a higher percentage of Long-Term English Learners (LTELs) than the County or State. This is because students begin to meet the LTEL criteria only after six years of enrollment and fail to make progress. Many of Kennedy’s students have been designated as ELs since kindergarten, thus making LTELs more common in High School. Nevertheless, Kennedy usually has just under the District’s percentage of LTELs. Due to the transition from CELDT to ELPAC, LTEL percentages increased Statewide. This same increase is reflected in Kennedy’s 2018-2019 percentages.



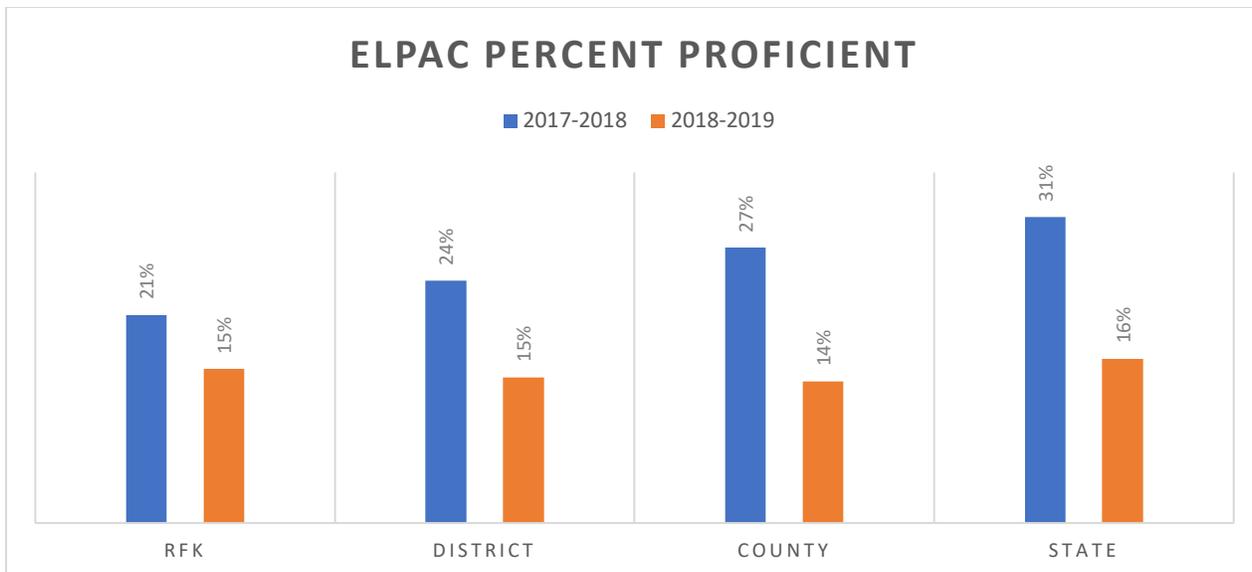
Kennedy’s percentage of At-Risk English Learners is below County and State percentages. We believe this is for the same reason Kennedy’s LTEL percentages are higher. Students must be enrolled for six years to meet LTEL criteria whereas ELs enrolled between four and five years who fail to make progress are classified as At-Risk, and many of Kennedy’s EL students have been designated as such since kindergarten, putting them into LTEL criteria. Percentages of At-Risk students also increased locally and statewide in 2018-2019.



With only two years of ELPAC data, noting trends is difficult. However, both years of ELPAC data do show that most of Kennedy’s EL students’ scores fall in the middle range (Levels 2 and 3). Kennedy had administered the summative ELPAC to very few students at the time of the Covid-19 shutdown.

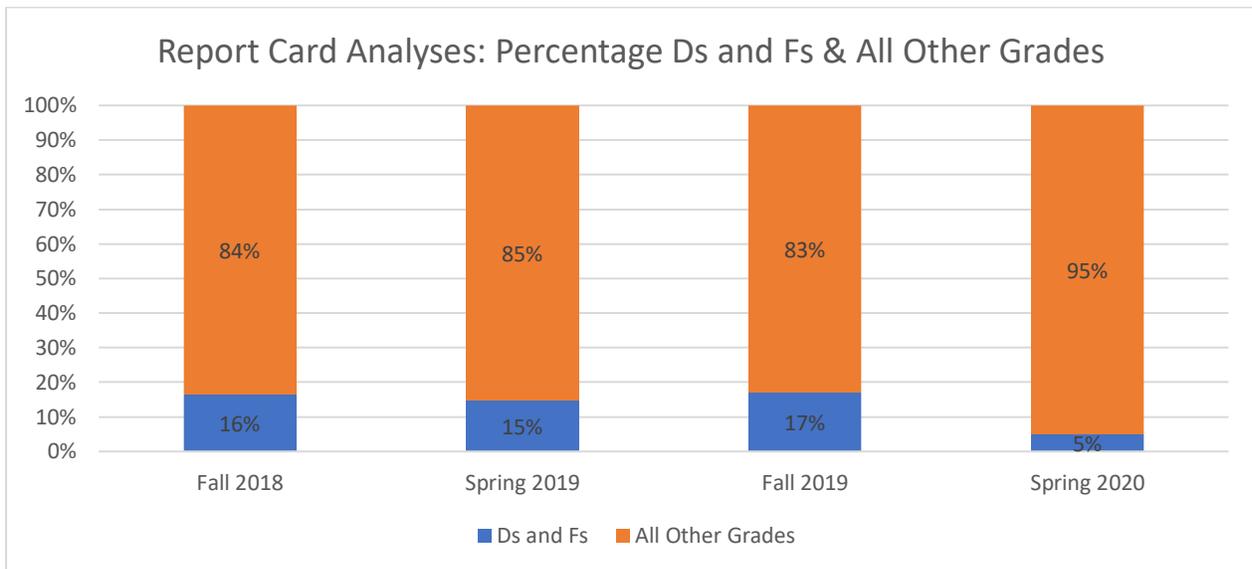


Kennedy’s proficiency rate has been lower than the District and the State for both years; however, in 2019, Kennedy’s EL students performed a little better than the County as a whole. From 2018 to 2019, ELPAC proficiency rates declined across the State, which is reflected in Kennedy’s rate. We believe this decline can be attributed to the adjustment to cut scores for each proficiency level.



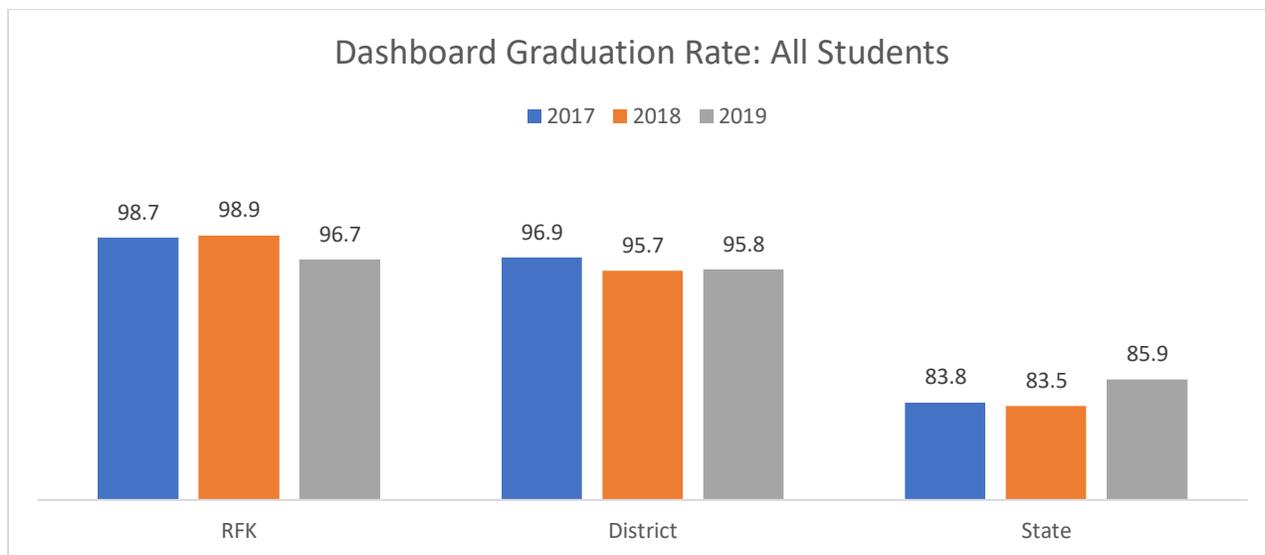
Other Local Assessments and Measures

Analysis of report grades from the last three semesters indicates that the rate at which students earn Ds and Fs is consistent (around 15%). The rate is low, and most grades that students earn are passing grades. The exception to this was Spring 2020, in which failing, and no credit grades represented only 5% of all grades. This decline reflects our District’s adoption of a “hold harmless” grading policy. With very few exceptions (such as dual enrollment courses), instructors were limited to the following grades: A, B, C, Credit, No Credit, and F.



Graduation Rate

Since opening, Kennedy’s overall graduation rates have remained high and well-above county and state graduation rates. Typically, Kennedy’s graduation rates also exceed the District rates.



Kennedy’s high graduation rates for all students place us as blue on the CA Dashboard grids.

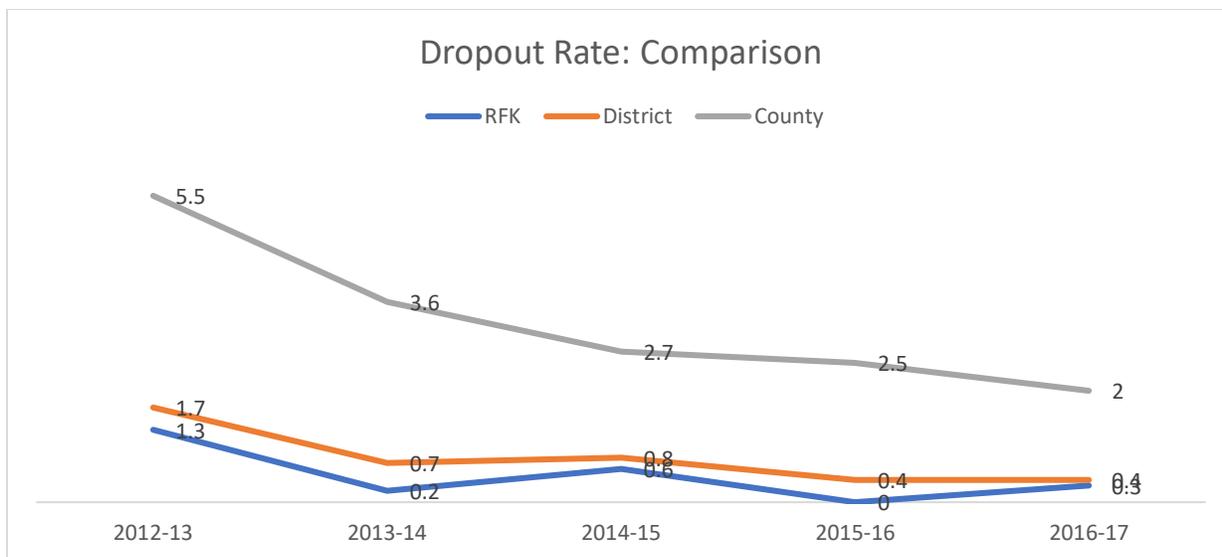
Dashboard Graduation Rate: All Students			
	2017	2018	2019
RFK	98.7	98.9	96.7
District	96.9	95.7	95.8
State	83.8	83.5	85.9

For all but one major subgroup, Kennedy’s graduation rates were also blue. In 2019, the graduation rate for English Learners declined 5% to 92.5%, resulting in a CA Dashboard placement of yellow. Despite this decline, Kennedy’s graduation rates for English Learners remain far above the State’s 72.7% graduation rate for English Learners.

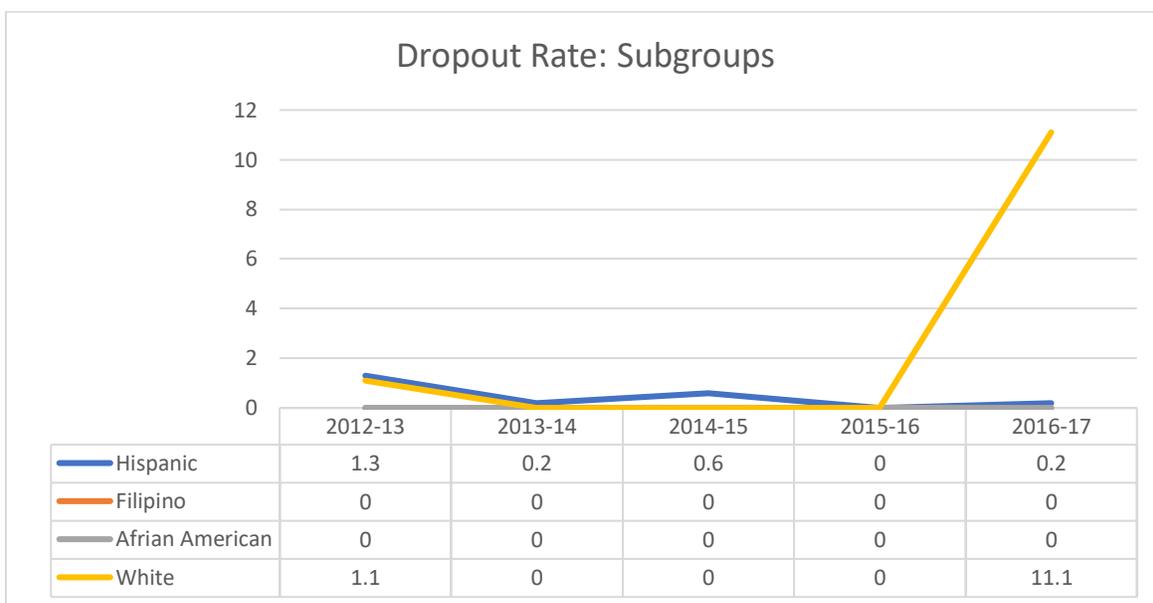
Dashboard Graduation Rate: Subgroups			
	2017	2018	2019
All Students	98.7	98.9	96.7
English Learners		97.5	92.5
Socioeconomically Disadvantaged		98.9	96.7
Hispanic		98.8	95.7
Students with Disabilities		92.3	82.1
Filipino		100	95

Dropout Rate

Kennedy’s dropout rates are low; our rates are below both the District and County’s dropout rates.

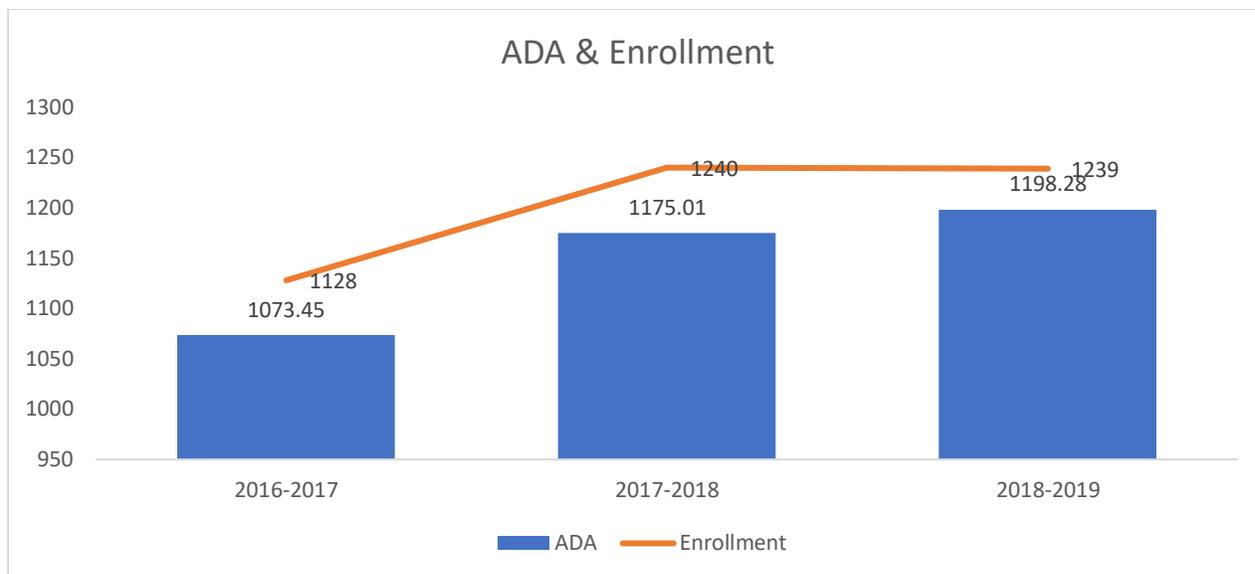


Kennedy’s low dropout rates are consistent with most subgroups. In some years, such as 2015-16, subgroup dropout rates were 0%. For one year, the dropout rate for the White subgroup was particularly high. While this seems anomalous, the high rate reflects the small population of students in that subgroup. Most years, the White subgroup is not a significant subgroup, so one or two students disproportionately affects rates.



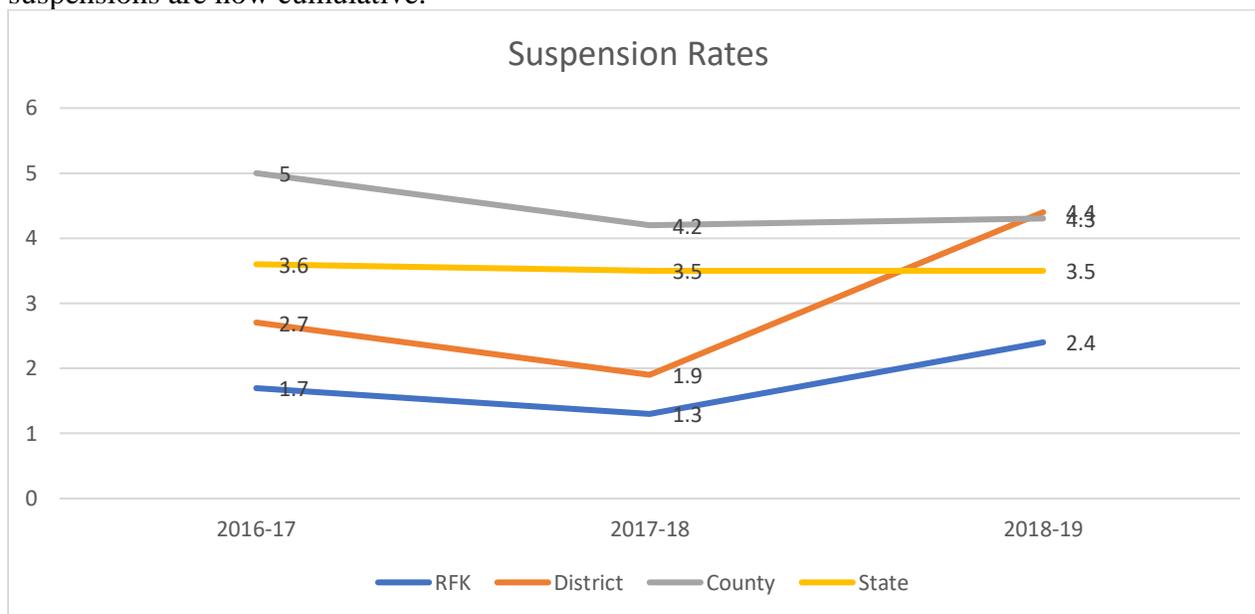
Average Daily Attendance

Over the last three year’s Kennedy’s annual average daily attendance has increased from 1073.45 to 1198.28. For the most recent year of reported data, the difference between ADA and enrollment as of census was the closest it has been in the last three years.

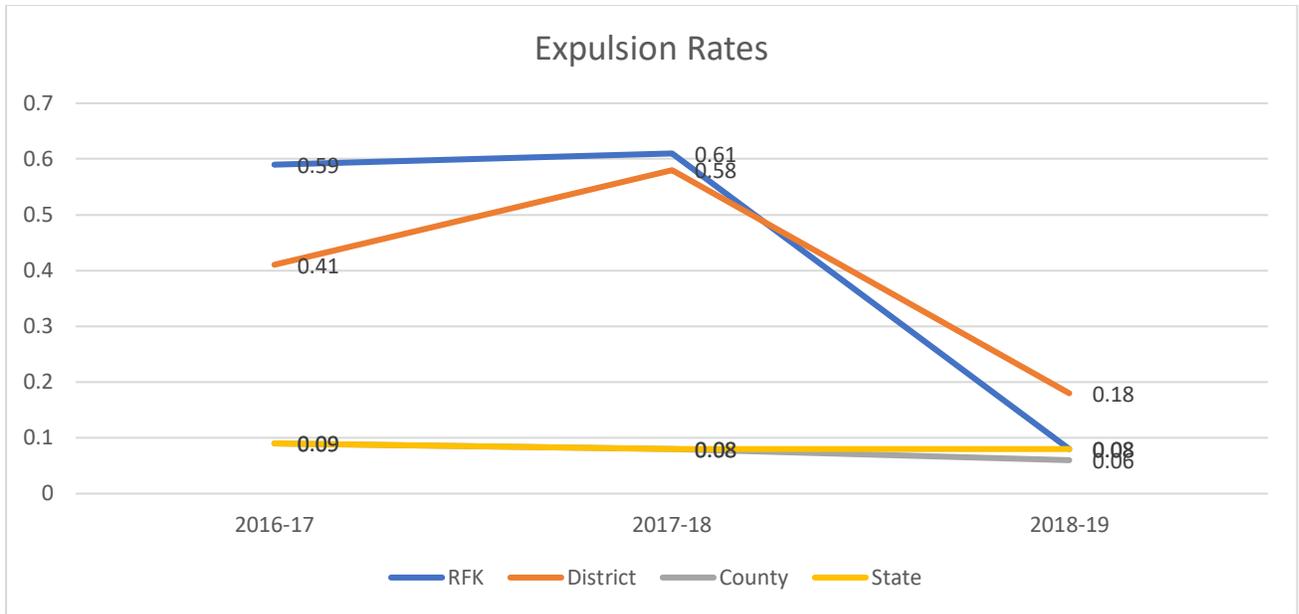


Suspension & Expulsion Rates

Kennedy’s suspension rates are lower than the District, County, or State. For the most recent year of reported data (2018-2019), Kennedy’s suspension rates increased just over 1 percent. We attribute this increase to changes in how suspensions are calculated at the High School level: period suspensions are now cumulative.



Kennedy’s expulsion rates have improved over the last few years. They dropped from .59 in 2016-2017 to .08 in 2018-2019. Notably, our expulsion rates were above those of the District, County, and State. They are now at the same level as the State and lower than the District.



School Conditions & Climate

In a school climate survey given to both parents and students in October 2020, both students and parents responded favorably (in agreement with provided statements) to all aspects of school climate; no statement had less than 91% agreement. The areas with lowest agreement by either parents or students concerned how effectively the school prepares for college or career pathways (91.1% agreement both parents and students), addressing attendance and graduation during Covid-19 (92% students), and involving parent opportunities for input in making decisions (91.2% parents).

October 2020 Survey	Students	Parents
The school has sufficient standards aligned instructional materials in history, English, mathematics, science, and ELD	100%	100%
The school facility is in good repair.	100%	100%
Teachers are appropriately assigned and fully credentialed in their subject area.	100%	97.8%
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.	100%	97.8%
The school involves parents in providing input in making decisions for the school/district.	91.2%	95.4%
The school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.	97.7%	95.7%
The school communicates with parents regarding engagement in distance learning instruction and academic progress.	94%	92.1%
The school/district prepares students for college or career pathways.	91.1%	91.1%
The district/school effectively addresses attendance (during Covid-19), dropout, and graduation.	92%	94.8%
The school provides alternatives to suspension for minor offenses such as disruption or defiance.	93%	98.1%
Students feel safe while at school (including Covid-19 safety concerns) and students feel connected to school.	99.5%	93.8%
The school provides access to a broad course of study.	100%	97%
The school provides effective services or supports to address learning loss during Covid-19 pandemic distance learning.	99.6%	94.3%
Students have access to connectivity and a laptop or Chromebook to participate in distance learning and complete their homework.	99.2%	98.6%

California Healthy Kids Survey

The most recent data from the California Healthy Kids Survey (CHKS) is from 2017-2018. The data represents districtwide responses. Student responses on the California Healthy Kids Survey about school connectedness contrast to those of the student survey. Only 17% of grade 9 and 12% of grade 12 reported that they strongly agree that they feel connected to school. Likewise, only 49% (grade 9) and 52% (grade 11) reported on the CHKS that they felt school was safe or very safe. These discrepancies may be because the CHKS is not administered annually, it surveys only grades 9 and 11, and responses from all three comprehensive schools are combined.

California Healthy Kids Survey: Summary of Key Indicators		
	Grade 9	Grade 11
School Engagement and Supports		
School connectedness ("strongly agree")	17%	12%
Academic motivation ("strongly agree")	32%	33%
Chronic truancy (twice a month or more often) [past 12 months]	4%	4%
Caring adult relationships ("very much true")	21%	22%
High expectations ("very much true")	32%	32%
Meaningful participation ("very much true")	10%	10%
Facilities upkeep	12%	7%
School Safety and Substance Use		
School perceived as very safe or safe	49%	52%
Experienced any harassment or bullying (past 12 months)	27%	26%
Had mean rumors or lies spread about you (past 12 months)	33%	32%
Been afraid of being beaten up (past 12 months)	11%	6%
Been in a physical fight (past 12 months)	12%	7%
Seen a weapon on campus (past 12 months)	11%	11%
Been drunk or "high" on drugs at school, ever	6%	8%
Mental and Physical Health		
Current alcohol or drug use (past 30 days)	16%	20%
Current binge drinking (past 30 days)	6%	8%
Very drunk or "high" 7 or more times	4%	9%
Current cigarette smoking (past 30 days)	2%	1%
Current electronic cigarette use (past 30 days)	9%	11%
Experienced chronic sadness/hopelessness (past 12 months)	28%	32%
Considered suicide (past 12 months)	17%	13%

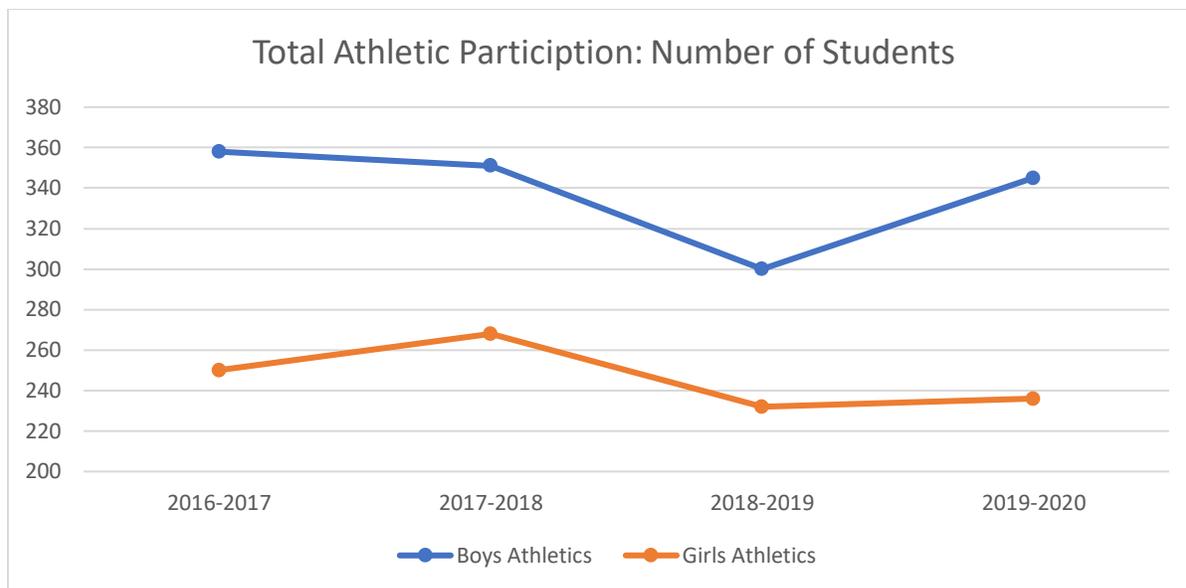
Student Participation in Co- and Extra-curricular Activities

At the time of writing this report, sports had not begun due to Covid-19. We have not had try outs or practices. Athletic conditioning resumed November 9 with Covid-19 safety precautions and static cohorts (pods) of 15 students and 1 coach. The Fall CIF 2020-2021 sports schedule current has a December 14, 2020 start date; however, the State and CIF have put out a press release that postponed guidelines; competition is not currently allowed.

Generally, student participation in athletics is high, with between one-third to one-half of enrolled students participating in some form of athletics. In 2018-2019, Boys Athletics had a decline in students participating (351-300). This decline does not align to enrollment changes as 2018-2019

had a larger student enrollment than the previous year. Declines in 2017-2018 were most significant in the following sports: football (a difference of 38 students) and track (a difference of 9 students). There were no differences in the number of sports offered nor the levels of each sport. Enrollment in both football and track increased in 2019-2020.

Student participation in Girls Athletics is lower than in Boys in any given year. We do not attribute this trend to differences in opportunity. In fact, for most years, students have more opportunities to participate in Girls Athletics than in Boys. In 2019-2020, there were 22 levels of sports for Girls Athletics compared to 20 for Boys. In 2018-2019, Girls had 21, Boys had 20.



Kennedy's students have a wide variety of clubs in which they participate, and in any given year approximately one-fifth to one-fourth of Kennedy's enrollment chooses to do so. In 2019-2020, the number of active clubs declined from 22 the previous year to 18. Clubs become inactive when club members no longer participate in the club and/or when a teacher is no longer able to serve as a club advisor. Students who wish to create a new club may do so by finding a willing teacher to serve as a club advisor and adhering to ASB's rules for clubs.

At the time of writing this report, only three clubs had been activated for the 2020-2021 school year, include a brand-new Korean Culture Club. This is most certainly linked to the difficulties of maintaining clubs while the school campus is largely closed.

Robert F. Kennedy High School Clubs				
	2017-2018	2018-2019	2019-2020	2020-2021
Agriculture Club	10	9	4	
Band	15	17	16	
Biology	16	14	9	
Black Student Union	14	16	18	
Book Club	17	18	9	
Choir	16	16	15	
Class of 2018	12			
Class of 2019	9	16		
Class of 2020	14	9	16	
Class of 2021	10	15	17	
Class of 2022		17	9	
Class of 2023			13	
Legacy	13	15	15	16
Spanish	11	17	34	9
Mock Trial	19	17	20	
PAVE Academy	12	11	8	
Special Alliance	12	11	11	
Thunder Shop	7	14	18	
UFO	8	17	15	
FBLA		22	16	
Key Club	17	6		
Chess Club	13	11		
HOSA		11		
ELLA		7		
FIDM	6			
Fellowship	9			
Korean Culture Club				21
Total Students	260	306	263	36
Total Clubs	21	22	18	3

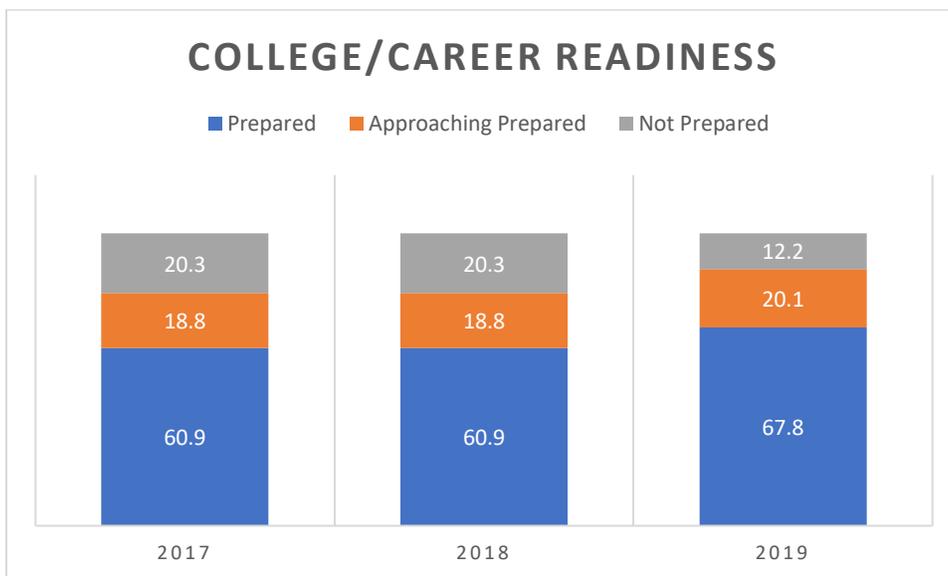
Access to a Broad Course of Study

College and Career Readiness

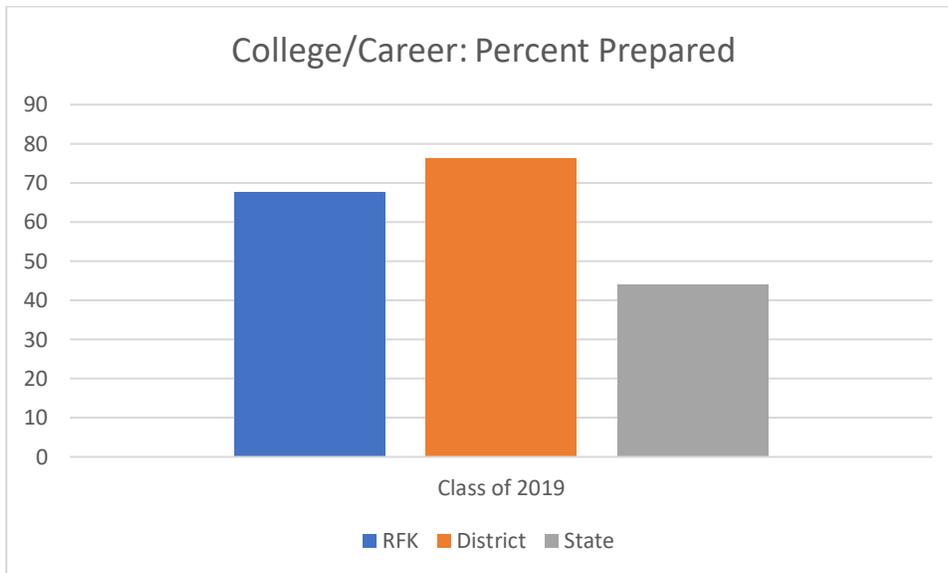
Most students graduate Robert F. Kennedy High School prepared for entering into college and/or a career as measured by the new College/Career indicators (CCI).

Over the last three years, more than 60% of Kennedy's graduates met the necessary criteria to demonstrate that they are **prepared** (206 students); less than a quarter were **not prepared** in 2017 and 2018, and even fewer were not prepared in 2019 (12.2% or 37 students). On the most recent dashboard, Kennedy is green due to a 6.9% increase in students graduating prepared. Kennedy is yellow for the English Learners subgroup, which maintained with a 1.3% increase in students

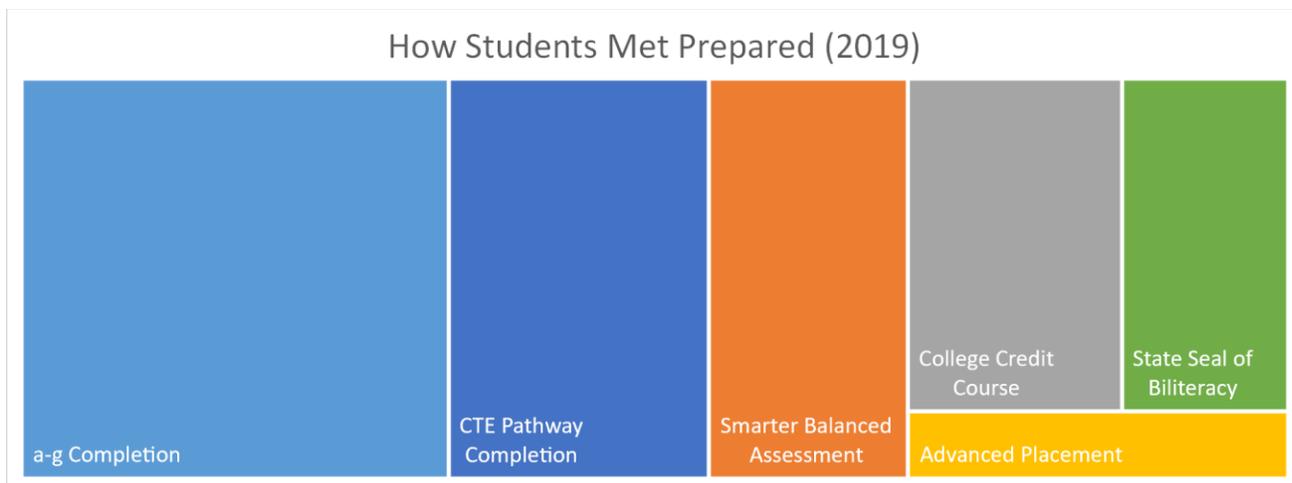
graduating prepared; green for Socioeconomically disadvantaged with a 7% increase; and blue for Hispanic with a 9.1% increase.



The percentage of Kennedy’s students who graduated **prepared** (67.8%) is just under the District’s percentage (76.3%). Kennedy’s students graduate **prepared** at a higher percentage than the State average (44.1%).



While graduates have many paths to meet **prepared** criteria, most met it through a-g completion (91.70%). Students also met **prepared** criteria through CTE completion (55.8%), Smarter Balanced Assessment (42.7%), College Credit Course (38.3%), Advanced Placement (13.6%), and State Seal of Biliteracy (29.6%). Percentages do not add up to 100 because students may have met **prepared** criteria for multiple paths.



The Assistant Principal of Curriculum and Instruction maintains UC course approval.

At Robert F. Kennedy, all students except those in alternative special education programs (these students have already completed high school) are enrolled in at least one UC approved course. When students enter our school as freshmen, they are all enrolled in UC a-g approved courses and placed on a UC a-g track. Only as sophomores might students no longer be on track to graduate UC a-g; however, counselors work extensively with these students to help them make-up credits and retake classes, so that they are again on track.

Other Student Outcomes

Budget and Expenditures per Pupil

The following represents expenditures per pupil and school site teacher salaries reported in our most recent SARC. Other budget information can be found in our Single Plan for Student Achievement (SPSA).

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,488.46	\$3,054.28	\$9,434.18	\$78,378.41
District			\$9,735.83	

In addition to general fund state funding, Delano Joint Union High School District receives state and federal categorical funding for special programs. The district receives federal, state, and local aid for the following categorical, special education, and support programs:

- Cares Act
- Supplemental/Concentration Funds,
- Title I,
- Title II,
- Title III-English Language Learner and Immigrant,
- Migrant Education, Migrant MESRP,
- Special Education IDEA,
- Carl Perkins,
- CTEIG,
- Special Education Workability,

- Ag Incentive,
- Partnership Academies-Health,
- Lottery both Instructional Materials and State,
- Local Grants (Resource 9000s),
- Medi-Cal Billing Option,
- WIOA,
- Special Education State,
- Special Education Mental Health Services,
- ESSA, School Improvement Grant
- ESSA, Title IV Part A: Student Support and Academic Enrichment Grant
- TUPE (Tobacco Use Prevention Education) Grant
- CSEA Professional Development Block Grant
- Low Performing Students Block Grant



II: Significant Changes and Developments

Since our last full visit, Robert F. Kennedy has continued to expand its CTE offerings and available technology. We have also had some staffing changes including a new Principal, Dolores Rodriguez; a new Learning Director, Jennifer Allen; a new Speech Pathologist, Richard Magnia; and a new Assistant Principal of Student Services [Athletic Director], Valeria Rodarte. Our most significant staffing change has been the addition of a new counselor position: Sarah Del Rio, our intervention counselor.

Intervention Counselor

During the 2018-2019 school year, the District added a new type of counselor to each site: The Intervention Counselor. This counselor addresses student needs beyond academics. The Intervention Counselor's main role is to work with students on the prevention and intervention for substance abuse, bullying, and other issues teenagers may face.

Kennedy's Intervention Counselor uses guest speakers and class presentations as to prevent bullying and substance abuse. For example, Kern Behavioral Health has presented on substance abuse, and the National Guard has presented their HEAR program to address bullying.

The Intervention Counselor also uses a resiliency model (the WHY TRY Program) with groups of students who are dealing with substance abuse, are at-risk, or are dealing with anger issues. She also uses Marijuana Education and the Stanford Toolkit to help students who have been caught with drug paraphernalia or have been caught under the influence. Those students are required to complete 15 sessions with the Intervention Counselor.

ELD Program Changes

Robert F. Kennedy High School was selected for onsite Federal Program Monitoring (FPM), and our English Learner programs were part of that review. In November 2019 FPM Reviewers visited Kennedy to observe instructional strategies that support English Learners. Out of that FPM came a *District-level* finding: our ELD program offerings were not sufficient to meet the full requirements that every English Learner have *both* designated and integrated ELD instruction. Specifically, as a District, ELD students who exited Emerging level classes (typically L2-L4 English language proficiency) were not placed in ELD Designated classes.

The District and Robert F. Kennedy High School began addressing this finding as much as the Master schedule allowed with the Spring semester of 2019-20 school year by collapsing most sections of the dual enrollment elective course Student Development (STDV B3). This dual enrollment class was primarily taught by English teachers to incoming freshmen. These classes were replaced with ELD Bridging Reading courses, the designated ELD course for L2-L4 students. The course uses the Edge curriculum that district adopted in the fall of 2014 and supplemental materials Reading for Today and Grammar in Context and aligned to Common Core ELD standards. The emphasis of this course is to help ELD students develop their English language skills in reading, writing, listening, and speaking domains. As of this school year (2020-2021), our

school has fully addressed the FPM finding, and *all* EL students have both Designated and Integrated ELD instruction.

Even though Kennedy started the new 2020-21 school year with Distance Learning again, the ELD department has continued to provide students with appropriate ELD instructions online. Teachers use a variety of tools including pre-recorded videos, Zoom, Pear deck, or Teams to deliver instruction and monitor students' progress. The pacing guides for Designated ELD classes of all levels were revised to help students work at the appropriate pacing for online learning. Moreover, the learning director Ms. Allen has provided all teachers with the list of ELD students they have in their classes, so they would be able to identify those students and accommodate them according to their ELD levels.

Covid-19 Shutdown

Understandably, the most significant of our developments and changes have been in response to the Covid-19 school closures. We will try to succinctly sum up how our school has responded and been impacted by the Covid-19 shutdown and response.

In accordance with the National and State emergencies declared in response to the Covid-19 pandemic, the Delano Joint Union High School District (along with nearly all other schools in the State) physically closed campuses in March 2020. Our District closed campuses on March 18, 2020.

At the beginning of the shut-down, all teachers were asked to provide students with packets consisting of three weeks of review work. In anticipation that the shut-down would be longer, the District, along with Robert F. Kennedy High School, moved to ensure students had devices and internet suitable for completing online-distance instructional work. This included distributing laptops to students and acquiring internet hotspots for students.

When it became apparent that the school closure would be extensive, the District moved most classes to the Edgenuity platform; this platform was utilized for students to complete the fourth quarter of their course work. Exceptions to this included AP courses, some ELD courses, Dual enrollment, and certain electives. These courses used a variety of means for distance instruction, including Microsoft platforms (e.g., Teams, Stream, etc.), other online platforms/digital class platforms (e.g., Canvas), Paxton/Patterson for Building Skills and Health Careers.

In alignment with guidance issued by the State, Robert F. Kennedy High School implemented a "hold harmless" grading policy in which students who participated in provided distance-learning opportunities earned a semester grade of no less than the letter grade they earned at the quarter. Students who had passing grades at the quarter but did not participate earned a "credit" mark on their transcripts; students who earned a "D," earned "credit;" and students who had failed at the quarter and failed to sufficiently participate in distance learning enough to improve their grades earned "no credit." Exceptions to this grading policy were limited to only dual enrollment courses.

After reflecting on the extent students' academic needs were being met with Edgenuity, the District made the decision to adopt the Canvas LMS for 2020-2021. At the end of the Spring 2020 semester, teachers participated in four trainings to prepare for the possibility of continued distance learning or modified school scheduling. Over summer, the District purchased additional Chromebooks, laptops, and hotspots, and each site has worked to distribute those to students in need of technology.

As Kern County was on the Governor's watchlist in August, the District opened the school year with distance learning. As was planned, the District moved to Canvas as the LMS platform to facilitate distance instruction, and the District adopted a block schedule in which students attend three 90-minute periods each day (from 9:56-3:15), alternating between 1st-3rd and 4th-6th. The morning time from 7:40-9:56 was set aside for teaching collaboration, parent contact, trainings, IEPs, etc.

As a school site, we believe that the Covid-19 shut down and our District and school's response has encouraged us to focus even more on the three critical areas from our last visit, as all three gained greater importance. We had to move quickly to strengthen, develop, and diversify our communication platforms and procedures. Professional development became urgently important to support a shift to online and distance instruction on platforms new to most of our staff. Technology became a focal point of utmost importance. A positive outcome due to school closures, has been that our school has acquired enough devices that we are now one-to-one. At the time of writing this report, we have distributed to students 1,168 laptops and Chromebooks and 376 internet hotspots.



III: Ongoing School Improvement

The process for drafting the SPSA begins at the start of each school year. Administration distributes available achievement data (i.e., Dashboard data, CAASPP, AP, and ELPAC results) to each department. Each department then analyzes and discusses the data and its implications. Then, the department chairs, cohort lead teachers, academic coaches, and teachers collaborate to establish new goals for the school year. After which, Chairs present these goals to the administration who then work together, determining how best to allocate resources for the support and attainment of these goals. After administration drafts the SPSA, they present it to advisory groups (i.e., ELAC, WASC, etc.) for feedback, and then to the School Site Council (SSC) for their review. The SSC reviews the SPSA proposing corrections or revisions to the draft. Once completed and signed, the principal submits the SPSA to the Governing Board for their acceptance. The Governing Board's approval formalizes the SPSA for the school year. If any revisions are found necessary during the school year, the SPSA is amended and then resubmitted to the SSC and Governing Board.

Robert F. Kennedy High School views the WASC process as an important step to continuous growth. As such, we have worked on our progress report every year, drafting our report as though we were having our visit that year. Our site WASC team (a group of teacher leaders) meets with administration throughout the year to discuss our progress on SPSA goals and WASC critical areas, discuss needs, and offer suggestions for ways to address our needs. Our WASC team works with Department Chairs, other teachers, and classified staff to collect evidence and data and feedback that informs the writing of our progress report. Every year, the WASC team holds schoolwide meetings to share the WASC report, share findings and updates, and collect feedback.

- In the 2018-2019 school year, we held two schoolwide meetings and conduct both a staff and student survey. We utilized parent surveys from Back-to-School night and the LCAP for parent feedback for that year.
- In the 2019-2020 school year, we held one schoolwide WASC meeting and conducted a parent survey as an addendum to the existing Back-to-School survey. We had plans to hold additional schoolwide meetings, but we were unable to do so due to Covid-19 closures. During May 2020, we conducted digital WASC surveys of both students and staff.
- In Fall of the 2020-2021 school year, we held two schoolwide WASC meetings and conducted an additional staff survey. Prior to the second schoolwide WASC meeting, we distributed the progress report for staff to read and give us their final feedback.



IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Each critical area left for Robert F. Kennedy High School on its previous visit by the Visiting Committee has been correlated to and embedded within the SPSA goals, either implicitly or explicitly as is appropriate to SPSA requirements. SPSA goals are aligned to our District LCAP Goals. While each action plan goal was linked directly to one critical area for follow-up, our critical areas are often also implicitly addressed by action plan goals not explicitly linked to them.

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.

SPSA Goal 1:

Robert F. Kennedy High School will continue to maintain a high status in the met standards in English and Math for all students and continue to close the achievement gap for English learners and students with disabilities. We need to maintain preparing all students for college and/or career.

Increase dual enrollment opportunities to close the gap between youth who are meeting the standards and those who are not meeting such standards.

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

Accomplishment of Goal:

Over the last three years, Robert F. Kennedy High School's first SPSA goal has focused on improving academic performance and college and career readiness for all learners, including English learners. Robert F. Kennedy High School recognizes the connection between strong, ongoing professional development and student achievement. We see a formal professional development plan as a means to encourage and to support strong, ongoing professional development and as an important action in achieving our first SPSA goal. This is evident in actions detailed to attain our SPSA goals.

- In our 2017-2018 SPSA, Goal 1, Action 3 was to provide professional development aligned to academic strategies.
- In our 2018-2019 SPSA, Goal 1, Strategy/Activity 2 was to continue to maintain professional development that will improve instruction and use of academic assessment data.
- In our 2019-2020 SPSA, Goal 1, Strategy/Activity 2 is to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators,

and paraprofessionals that is principally directed on improving student achievement of English learners, foster youth, and students of low-socioeconomic status.

Kennedy's Principal and Learning Director have worked together to draft a site-level professional development plan. The draft details professional development for the 2018-2019, 2019-2020, and 2020-2021 school years.

When our principal began working on the professional development plan, she could not find a formal district plan in writing. However, professional development at Kennedy (e.g., mentor/coach/induction program, Canvas trainings, Microsoft trainings, etc.) has been district-driven. The new Learning Continuity and Attendance Plan includes District professional development, and Kennedy has been using it since it was board approved. We see the professional development plan as key step in attaining not just SPSA goal 1, but all our SPSA goals and critical areas for follow-up. We see it as an instrument to help us refine instructional practices for English Learners, Special Education, and all students. Professional development activities are planned in accordance with SPSA and LCAP goals, assessment and student achievement data, and District and school needs. Kennedy's Professional Development Plan has three goals that are directly aligned to the SPSA and LCAP:

1. Provide a high-quality education to improve academic performance and college and career readiness as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.
2. Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education.
3. Provide all students with a high-quality educational environment where they can take pride in their facilities and look forward to coming to school every day.

Since the last WASC visit Kennedy has been working to create a more systemic approach to professional development. Prior to Covid-19 and the 2020-2021 school year, Kennedy's main source of department collaboration and regularly planned professional development were two-hour cohorts that were implemented in the school schedule as Wednesday late-starts every other week. This resulted in schoolwide professional development focused on improving technology use and on the Professional Learning Community (PLC) process. We have been formalizing our PLCs since summer 2019 in partnership with Solution Tree. 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.

Due to Covid-19, our District started the school year with distance learning offering a block schedule for students that begins at 9:56 a.m. Instead of late-starts every Wednesday, the time from 7:40 to 9:56 each morning has been set aside for teacher collaboration, parent contact, and student engagement. Our work with Solution Tree has also been paused but is expected to resume during the 2021-2022 school year.

During the 2018-2019 school year, Kennedy's administration used professional development as one of several avenues to address the other two WASC critical areas: technology and communication. For that reason, administration used staff development and late start days to bring in technology related trainings. For the 2018-2019 school year, professional development focus was on helping staff learn how to use existing software and programs more comfortably and effectively (e.g., Illuminate and Office 365 programs). Consultants for Office 365 and Illuminate were brought to campus during both semesters to provide trainings and support.

In winter of 2018-19 school year, teachers took a survey where they expressed how satisfied they were with the professional development opportunities. According to the survey results, 14 % of the teachers were very satisfied, 44% were satisfied, 15% were somewhat satisfied, 17% were not quite satisfied, and 10% were not satisfied. Overall, many teachers said that they benefited from the professional growth opportunities and were able to implement at least some parts of the trainings in their lessons. Yet, some teachers expressed concerns that non-core departments did not receive as many trainings as the core departments. Moreover, the features taught at Microsoft training were not fully available to the teachers at the time of the training, so teachers were unable to use what they learned. Furthermore, many teachers responded that they had not been able to participate in many off-campus professional development opportunities. Teachers also stated that they wished there were more follow-up after trainings as some "one-shot" trainings were not sufficient.

In spring of the 2018-2019 school year, students took a brief perception survey to measure student views of staff professional development. In that survey, 68% of students who responded stated that they were aware or very aware of professional development and training opportunities that their teachers participated in, and 66% of students responded that their teachers "often" implemented what they had learned in those PD/training opportunities. Student responses to the survey were very encouraging as we often do not think to share with students what we learn or do in PD, but our students do seem to be knowledgeable and aware of PD/trainings.

For the 2019-2020 school year, administration focused professional development on improving PLCs at the site level. During summer, teachers had the opportunity to participate in Solution Tree trainings; additional trainings were incorporated into the beginning of the school year staff development days. Solution Tree provided ongoing training throughout the 2019-2020 school year. The goal for Solution Tree has been to support our development and use of PLCs, thus improving how local professional development and collaboration is conducted. A Solution Tree consultant was scheduled to visit Kennedy during our PLC meetings in March, but that visit had to be postponed due to the Covid-19 campus closure. Kennedy plans to resume working with Solution Tree in 2021-2022.

In response to the Covid-19 campus closures and in preparation for potential future school closures, distance learning, or modified school schedules requiring online components, the District decided to adopt the Canvas LMS platform. The District felt that Edgenuity would not be able to meet the needs of students and support student learning. The District worked with the

County to facilitate four zoom training sessions at the end of the Spring 2020 semester, providing teachers time to familiarize themselves with the new platforms. The trainings included an onboarding session and three sessions that looked more in-depth into communication tools, customizing content, and creating a new course. Prior to the start of the 2020-2021 school year, the District added two professional development days to facilitate Canvas trainings for teachers. Kennedy utilized a trainer-of-trainers model in which several teachers, previously trained in Canvas, trained groups of departments.

Trainings have been plentiful during the Fall 2020 semester, with many webinar style trainings offered to staff during the 7:40-9:56 times each day and with many teachers attending webinar trainings offered throughout the semester through the Kern County Superintendent's Office (KCSOS). During the Fall semester of 2020 in collaboration with the site principals and Learning Directors, the District facilitated weekly trainings for both Canvas and Microsoft programs. Both series of trainings concluded in October. Both the County Superintendent's office (they conducted the Canvas trainings) and Microsoft surveyed teachers to tailor trainings according to teacher needs. Kennedy brought back Listenwise to offer English teachers a refresher on the program. Teacher leads and Academic coaches have been attending series of trainings through KCSOS; these trainings series focus on Academic Coaching, Literary, ELD strategies, Classroom Management, Distance Learning Pedagogy, History instructional strategies, Math instructional strategies, teaching NGSS in a virtual classroom, Social Emotional Learning (SEL), and Special Education supports and tools. Kennedy has plans to offer additional trainings for staff in the future on IXL, Illuminate, DataWorks Strategies (EDI and EL), and Solution Tree strategies on Differentiating Instruction.

In addition to focusing on professional development, Robert F. Kennedy High School has worked to ensure all students are provided with high quality instruction, aiming to close the achievement gap, by supporting Math and English teachers by funding several periods of Math and English coaches (2018-2019: 1 Math Coach in Fall, 2 Math and 1 English Coach in Spring; 2019-2020: 2 Math and 1 English Coaches in Fall, 1 Math Coach in Spring; 2020-2021: 2 Math and 1 English [2 hours each department]). In 2017-2018 the District worked with the Teacher's Association to bargain for and permanently add additional professional development days to the teacher contractual calendar, increasing professional development days from 1 to 2, with one day each at the start of each semester. LCAP funding has been allocated for tutorials and intervention classes for Math (Math Support) and English (Writing and Grammar) and for class size reduction in English and Math. LCAP funding was also allocated to the purchase of additional laptop computer carts to increase student access to technology and programs supporting and improving student performance. In 2018-2019, LCAP funding was allocated to hire additional English and Math teachers to reduce class sizes. Funding is regularly allocated for summer school classes for ELD and core-subject make-up classes.

As part of this goal is providing a quality education for students is to improve college and career readiness, Kennedy has continued to invest in its dual enrollment program, expanding offerings for students. For the 2019-2020 school year, we had 22 sections of dual enrollment courses offered throughout the year. Thus, in Fall of 2020, despite distance learning, Kennedy has maintained a robust dual enrollment program, offering 12 dual enrollment courses with a total

of 21 sections.

Impact on Student Achievement:

In the school year immediately following our WASC Self-Study Visit, our Learning Director focused schoolwide professional development on the use of technology platforms: Microsoft Office Suite Programs, with emphasis on Teams, and Illuminate. Those trainings have had an indirect impact on student achievement. The focus on Teams has allowed several teachers to integrate technology into their courses more effectively, better preparing students for digital college and career experiences. Arguably, the greatest impact on student learning is exemplified by our school closure as our entire instructional program moved onto Teams for the first three weeks of the campus closure. Teachers who began using Teams after those trainings have been able to serve as coaches to other teachers, enabling teachers to work at ensuring continuity to Kennedy's instructional program and student learning. When news arrived that our campus closure would be prolonged, Edgenuity was added as another instructional platform.

The Illuminate trainings have supported teachers' use of the program for assessment, allowing them to get more timely data that can be used to refine and better target instruction. They have supported a greater focus on data. This has been emphasized by the Solution Tree trainings that helped strengthen communication and collaboration within departments, including the collection, analysis, and dissemination of data.

In the 2018-2019 school year, after analyzing the performance of ELD students on ELPAC and CAASPP, Kennedy scheduled professional development workshops to improve teachers' awareness of ELD students. The workshop helped teachers identify EL students in their classes, understand the need for differentiation of the materials being taught as well as modifications of the assessment, and increased both inter- and intra-department communication. However, the offered PD workshops were given to core departments after the 2019 ELPAC test and very few students were tested in 2020. Therefore, it is too early to verify their effectiveness on ELD students at Kennedy.

Department feedback from early Spring 2020, prior to Covid-19 campus closures, anecdotally indicates that professional development opportunities has been inconsistently beneficial to student achievement. Feedback indicated that the training provided by the Special Education Coordinator on co-teaching was helpful and teachers began using a few strategies and resources introduced at the training. With the implementation of NGSS into Science curriculum, science department had received few NGSS trainings. However, feedback indicated that some new teachers still need more training on NGSS content. Some teachers commented that due to unresolved discipline issues, Kennedy as whole may need some type of training to better handle students' behavioral issues. The Art Department participated in the California Art Educators Association Conference in the fall of 2019. Lastly, the PE and Health departments indicated they had limited trainings and conferences offered in their field for professional development.

A May 2020 staff survey intended to gather feedback on matters related to Covid-19 campus closures indicated that most staff felt professional development was somewhat to very effective in supporting staff in the transition to distance learning. Early in the Covid-19 campus closures, administration coordinated professional development training for Edgenuity. Staff who did not feel professional development was effective commented on a need to expand professional

development to other platforms, a desire for more time to prepare for the adjustments, or a desire for more consistency in how distance learning was implemented. Some teachers commented on an information and support “overload.”

Data on student academic progress/student learning:

- Student achievement on the ELA and Math CAASPP for all students declined in 2018 but improved in 2019.
- English learner student achievement on the ELA and Math CAASPP declined in **both** 2018 and 2019. *This supports a targeted focus in this year’s SPSA goal 1 and professional development on English learners.*
- Students with disabilities achievement on the ELA CAASPP declined in 2018 but improved in 2019. In math, achievement declined in 2018 and remained the same for 2019.
- Students graduated College and Career prepared in 2019 at a large percentage in all subgroups except English learners and Students with disabilities.
 - o As of the 2019-2020 school year, we have increased dual enrollment offerings up to 22 sections.
 - o As of the 2020-2021 school year, we largely maintained dual enrollment offerings at 21.
- In 2019, 51% of English learners made progress toward English Language proficiency (medium range).
- In 2019, 50.8% of English learners made improved one or more levels OR maintained level 4 on the ELPI 6-level scale.
- In Spring 2020, 64% of student grades earned were a passing letter grade for course work completed, rather than a mark of passing or credit or a mark of no credit, no mark, or F.
- In Spring 2020, 46% of Distance Learning Edgenuity courses were completed at 90% progress or higher. An additional 9% of courses were completed at 60-89% progress, 34% were completed at 59-0.22%, and only 10% of courses showed 0% progress.
- In an October 2020 survey, 65% of staff (classified and certificated) stated they believed the actions taken to support SPSA Goal 1 and WASC Critical Area 1 had a significant or very significant impact on our school community. Staff cited collaborative time has allowed for teacher growth; increased opportunities for dual enrollment for all students, but especially RSP students; and increased support for EL students, via additional classes, and RSP by supporting their learning in class, so they no longer need to leave class for support.
- In an October 2020 survey, staff (classified and certificated) were asked what they have

done to help with this set of goals. Staff commented that they were attending more professional development and implementing more instructional strategies that they learned through professional development opportunities, they were collaborating more with other teachers, they were using data to inform instruction, and they were supporting EL, SPED, and Dual Enrollment students with their academics.

- Parent Survey from October 2020:
 - 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.
 - 91.1% of parents agreed that the School/District prepares students for college or career pathways.
 - 94.3% of parents agreed that the school provides effective services or supports to address learning loss during Covid-19 pandemic distance learning.
 - 92.1% of parents agreed that the school communicates with parents regarding engagement in distance learning instruction and academic progress.

- Student Survey from October 2020:
 - 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 during Covid-19 school closures.
 - 91.1% of students agreed that the School/District prepares students for college or career pathways.
 - 99.6% of students agreed that the school provides effective services or supports to address learning loss during Covid-19 pandemic distance learning.
 - 94% of students agreed that the school communicates with parents regarding engagement in distance learning instruction and academic progress.

LCAP Goal:

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

SPSA 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.

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

Accomplishment of Goal:

Robert F. Kennedy High School has been working on increasing our implementation of Career Technical Education and Dual Enrollment Courses. To help increase student achievement and bridge the gap over a wide variety of learning needs, Kennedy has worked with the district and have created a site technology plan. Over the course of the last four years, Kennedy has made significant changes in technology to better equip teachers and students with the tools necessary to help bridge the achievement gap of English Learners, students with special needs, socioeconomically disadvantaged students, and ease all students' transition to distance learning. We recognize the need for an updated and relevant technology plan to help increase and monitor our students' progress. Over the last four years our SPSA Goal #2 has been changed to include all types of learning needs, but the root of our goal seems to be constant.

- Our 2017 to 2018 SPSA School Goal #2 was to improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education.
- Our 2018 to 2019 SPSA School Goal #2 was to 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. Additionally, 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.
- Our 2019 to 2020 SPSA School Goal #2 was to increase the college and career readiness indicator and access to a broad course of study, including increase dual enrollment opportunities, and close the gap for English learners, students with disabilities and socioeconomically disadvantaged pupils.

The District, Kennedy's Principal, and Learning Director have worked together to draft an ongoing district technology plan. This plan details the district's plans for years 2020-2024 in

combination with our LCAP goals and WASC goals. Overall, The District and Kennedy share the same four goals that all directly align with LCAP and WASC. Those goals are as follows:

- Integrate instructional use of technology throughout the curriculum.
- Use software to increase number of students meeting curricular benchmarks and meet annual targets by targeting instructional needs.
- Increase number of students meeting standards on state and federal tests in all subjects with an emphasis on Language Arts and math
- Prepare students for careers and college

To address our WASC critical area for follow-up, Kennedy needed to self-evaluate its critical areas of need through a series of surveys.

In the winter of 2018-2019, teachers took a survey where they expressed how satisfied they were with technology at Kennedy. The findings emphasized our critical areas of need to develop a relevant technology plan. Out of 41 teachers who took the survey, 75% of teachers mentioned that they used technology every day. However, 63% of teachers were dissatisfied with the Wi-Fi speed or had network connectivity problems. Furthermore, 31% of teachers did not find technology on campus to be reliable, 26% believed technology to be somewhat reliable, and 43% of teachers believed that technology was reliable.

Our survey on how technology is used in our campus revealed that teachers are comfortable with using technology in their classrooms every day. However, there are several teachers who are uncomfortable with technology because of potential instructional delays or failure to work. Despite this, many teacher's utilize technology for instructional purposes like videos (YouTube), Microsoft, ELMO, Smartboard, Adobe, PowerPoints, EMAIL, Aeries, Aesop, iPads, Illuminate, Calculators, Computers, LABQUEST, personal speakers, Pearson, C Pens, Desmos, Ti-Inspire calculators, Share Notes, digital media, and digital instructions. Our Special Needs students and English learners rely on the app Padlet and Edgenuity to bridge the achievement gap with our general population of students.

Using these powerful tools, teachers are able meet to a wide array of learning needs. These tools help students with disabilities and English learners access information in a much easier way. These platforms allow teachers the ability to deliver information with the use of different modalities such as videos or audio. Our students with disabilities and English learners also have access to Apps like Padlet. This platform gives them access to materials and tools that help make acquiring information easier. Padlet gives students easy to follow widgets to help them navigate its broad resources. For example, students have access to Text Summarizer to summarize lengthy or difficult text; Rewordify to help simplify words and make reading easier; Online Reader, which reads the text out to students; Vocab Ahead, which teaches new words and provides examples; and Grammarly, which looks for spelling errors and grammar mistakes that can be changed quickly. All these apps help close the learning gap amongst our student population.

Furthermore, apps like Aeries and Illuminate provide a more efficient system of collecting data and accountability. Our staff and students use these apps to help communicate grades and provide opportunities for intervention. Illuminate also provides teachers with data for them to reflect on potential reteaching. It also provides teachers with opportunities to make more concise versions of the same exam or even provide students with less distractors to help accommodate their learning needs. Overall, these tools help students, teachers, and parents monitor our student's progress.

In December 2019, the District and Kennedy took steps to address some of the prominent technological issues like Wi-Fi speed, boot-up time for teacher desktops, and access to Google Drive. This includes supplying teachers with a laptop to increase access to platforms like Aeries, Aesop, and Illuminate. Secondly, teacher desktops were upgraded with a solid-state hard drive to make it quicker and more efficient. Firewalls were installed so that our IT department can pinpoint district approved devices to allow these devices access to our school Wi-Fi. Wi-Fi have also been installed in our Gymnasium so that our teachers can streamline reporting their results on our students' Physical Fitness Testing. Google accounts have also been opened for teachers through their Microsoft One Drive platform. This will allow teachers to use Google Docs and other Google Platforms.

Our school has started adding a separate internet switch to each building. We now have two separate networks to help increase speed and efficiency. Several teachers have been given Microsoft Wireless Display adapters connected to their projectors so teachers and students can view media from any wireless device, like iPads and laptops. To accommodate for a greater demand on our Wi-Fi system, the technology department has been replacing some of the Wi-Fi switches in classrooms from 1 gigabyte to 10 gigabytes. In 2019-2020, the technology department also implemented a program that allows them to remove unauthorized devices from our networks, freeing up even more bandwidth for classroom use.

Staff have been provided several trainings to keep them updated on the new software and upgrades on campus. In August 2018, all teaching staff were provided Illuminate Training. This was followed by another training in April 2019, which was given to the English, Social Science, Science, and Math departments. This training was split up into two groups based on their knowledge on Illuminate. The hope was to increase the effectiveness of the training by grouping more advanced teachers together and those who were newer to the program together. Microsoft Training was also provided for the entire teaching staff. Our math department was provided training on their new Ti-Inspire calculators. Also, on Oct 12, 2019, two math teachers were sent to the KernCue Technology Festival, which focused on Educational Technology in the classroom. This included Project-Based Learning, Maker Spaces, Google Apps for Education, Twitter, Social Media, Hyperdocs, STEAM activities/labs, 3-D Printing, Topics for grades K-12.

Future infrastructure updates will include a second layer of pipes to further increase Wi-Fi speed by 2021-2022. The IT Department is also trying to incorporate HDMI Projectors that work directly through Teacher Surface Pads. These Surface Pads will link directly to the projector

using Wi-Fi and View Sonic. Lastly, our IT Department is moving to bring in SWANK into our classrooms so that educational video streaming would be available for classrooms.

Our school has also expanded access to software programs for CTE courses: in Fall 2020, licenses have been obtained for home usage of Sketch-Up Pro. This software is being utilized by our drafting courses. During distance learning, drafting students are prioritized to receive laptops rather than Chromebooks, to ensure students have the computing strength to run the programs.

We see these infrastructure and technology improvements and trainings as integral to meeting our goals of increasing student achievement by supporting student access to a broad course of study that includes dual enrollment courses and aims to close achievement gaps. There is clear evidence that progress toward SPSA goal 2 is continually being made. Kennedy is striving to offer a broader course of studies to all students, including students with disabilities and English Learners. With the help of our technological upgrades and an updated technology plan, students can access software that will help them navigate through our wide array of courses. CTE Pathway offerings were at 10 classes in 2017-2018, it dropped to 8 classes in 2018-2019, but increased to 9 classes offered in 2019-2020. The following are the most current CTE Pathways available to students at Kennedy: Performing Arts, Engineering Technology, Software and Systems Development, Business Management, Residential and Commercial Construction, Architectural Design, Welding and Material Joining, Patient Care, and Education. Furthermore, Dual enrollment classes have also increased over the past 3 years. There were 15 dual enrollment courses offered in 2017-2018. Dual enrollment classes increased to 23 different courses in 2018-2019 and has increased slightly to 22 dual enrollment classes in 2019-2020. In Fall 2020, Kennedy offered 21 sections of dual enrollment. With the increase in the number of courses through either CTE or Dual Enrollment, students can increase their chances of success by taking classes that interest them as well as preparing them to graduate with a focused CTE pathway or with Dual Enrollment credits.

However, Kennedy has acknowledged some limitations to our broad courses of study especially with our students who are special needs and English learners. Most of them still require more support for these classes, especially more one on one contact with instructors. Also, classroom sizes are still too large to be able to give students within these classes' individual attention and scaffolding needs. Though our teachers are still trying to put their "best practices" in their teaching pedagogy, classroom sizes have been a huge issue overall to be able to provide students with learning disabilities and English learners the support that they need. Co-teachers are not able to be present in all general education core classes. Also, the Learning center that is provided for students who need additional support is often impacted with too many students at one time.

The vision of our school is clear. Kennedy wants teachers and students to be comfortable using these tools in their daily lessons to have greater impact on student learning. Also, our campus is driven to broaden our course of studies for all students to take. In conclusion, Kennedy and the District recognize that technology is a powerful tool that will help us bridge the achievement gap for all students, increase CTE and Dual Enrollment passing rates, and ensure high

graduation rates.

In response to the Covid-19 pandemic, our campus systematically moved most of its instructions, lessons, and assessments online using different platforms like Microsoft Teams, Zoom, Edgenuity, and Canvas. Kennedy worked hard to ensure students still had access to a broad course of study and were supported academically as best as could be. This pandemic forced Kennedy to react quickly by transitioning most of our lessons toward distance learning and primarily using the platform Edgenuity at the end of the 2019-2020 school year, then shifting over to the Canvas platform for the 2020-2021 school year. Kennedy planned and executed surveys for its student population to determine the amount of technological access and connectivity each student had at home. Based on the findings of this survey, Kennedy ordered laptops and hotspots, so each student has access to online learning. Then once school closed, administration worked to issues laptops to students in our community. Nearly 600 laptops were issued to students. The District and Kennedy also worked to connect families without internet access with hotspots, with almost 90 hotspots distributed to families who needed them. Students ultimately were able to continue their studies via technology provided through Kennedy and the District. Kennedy also provided training via Zoom for its teachers on how to properly navigate Edgenuity (April 2020). Furthermore, teachers were tasked to monitor and assist student transition to online lessons, as well as create instructional material to help students progress through Edgenuity. Teachers also checked in on student well-being, addressed attendance, and helped mitigate any problems. Each teacher was asked to fill out a daily log to reflect on what they accomplished. Teachers who did not have lessons programmed into Edgenuity were instructed to continue online instruction through Microsoft Teams. They were encouraged to assign project-based assignments, presentations, or papers that can be sent to the teacher via Teams or email. Furthermore, students dropped off hard copies of their assignments to our campus, those assignments were sorted and organized by for their respective teachers, then distributed to those teachers. Microsoft Teams has been the primary mode of communication for Kennedy. Many of the students' issues, questions, or instructions were typically posted through Teams.

During the spring and summer of 2020 school year our school administration organized training on Canvas. Canvas is an online learning platform that incorporates teacher driven content and a communication functions like Teams. These training were forward thinking in preparation to 2020-2021 social distancing guidelines for reopening. These professional development opportunities provided trainings on communication, customizing content, and creating new courses through Canvas.

To accommodate student learning, Kennedy has distributed even more technology to students in Fall 2020 than in Spring. As of Fall of 2020, Kennedy has distributed nearly 1,200 laptops students. On top of this, Kennedy has also distributed over 375 hot spots to help student who do not have internet at home connect to the internet. Additionally, the district has purchased Surface Pro computers for all teaching staff members to assist in distance learning; these devices are more powerful than previous staff laptops, and they include a software suite that allows IT to remotely roll out new school software and device updates.

In Fall 2020, WASC administered a survey to all staff inquiring about Kennedy's response to addressing SPSA goal 2. The staff was asked to reflect about how our school community has been impacted as a result of SPSA goal 2. Out of 79 responses, 50 answered that it had a positive or significantly positive impact. The findings tell us that many of our staff feel that our campus is moving forward as we get closer to fully address SPSA goal 2. When asked to identify positive impacts, many staff noted that students having more availability and accessibility to technology within our campus, a plethora of technological updates and advancements our school has undertaken, an increase in dual enrollment courses and broader course of studies on our campus, and success with our special needs' population and English learner population in that variety of courses offered at Kennedy. Staff also noted their roles in addressing our SPSA goal: staff noted that they have supported students' emotional and academic goals, increased the use of technology and academic software in the classroom, ensured communication with stakeholders through various medias, and brought in additional resources to the classroom.

Overall, Kennedy's staff generally feel that SPSA Goal 2 has significantly impacted our campus since our last WASC observation in February 2018. The school, along with district support, have managed to increase course of studies to help meet the needs of its diverse learning population. The consensus is that most of the staff feels that Kennedy is making significant and relevant updates to its technological features.

Impact on Student Achievement:

Following our WASC self-study, Kennedy shifted the focus of our PD to offer teachers professional development on technology platforms to emphasize distance learning. Some of the trainings given were for Microsoft Office Suite Programs, Illuminate, and Canvas. Overall, our campus has placed a huge emphasis on training our staff on how to integrate these software applications into their lesson planning, curriculum design, and assessments. The impact that this has had on student achievement is something indirectly measured; we see the impact on the comfort level students have with using technology, the increased integration of technology learning opportunities, and, of course, the transition to distance learning.

Our transition to distance learning was complemented by our administrative teams' diligent efforts in equipping students with technology needed to succeed in online learning. The early part of our Fall semester was making sure most of our students were connected to their teachers and our teachers were reaching out to their students. As distance learning is still relatively novel experience for both teachers and students, our staff and administration teams have been monitoring student attendance rates, academic progress, and troubleshooting technological issues. Our administrative team has also shifted to using Blackboard Connect to disperse information to parents and connect them with news from our campus. In May 2020, our WASC committee conducted a staff survey about the effectiveness of Kennedy's use and access of technology during transition to distance learning. Most teachers (84%) believed it was very effective or effective. Furthermore, most teachers indicated their primary method of

communication during campus closures involved technology (85% of teachers mentioning Microsoft TEAMS, 66% Google Voice, and 59% other Office 365 programs).

In response to State attendance accountability requirements during distance learning, our LMS (Aeries) was updated to include more options for marking attendance and student engagement, including a section that allows teachers to type individualized notes about students' engagement. Office and discipline staff are also able to utilize this system to document home visits, technology issues, parent communications, as well as changing student engagement from absent to asynchronous learning for student who miss class and are working outside of instructional time. We believe that systems that allow us to improve our communication about and to students has a direct impact on student achievement as it helps our school mitigate problems quickly.

Technology also addressed the SPSA goal 2 which was focused on increasing student career and college readiness and to close the gap for English learners, students with disabilities, and socioeconomically disadvantaged students. All students have opportunity to use our library computer labs during school hours, lunch, or afterschool. This allows students to access their assignments and print their assignments if they do not have the ability to do so at home. Our English Learner and students with disabilities have access to websites that will help them with their assignments, like Google Translate, Edmodo, Padlet, Microsoft Stream, and Edgenuity.

Students may email and communicate with their teachers through the Microsoft Office 365 platform to ask clarifying questions. Frequent checks on Aeries inform students and parents with student progress in case there was a need for intervention. However, we acknowledge the need to improve teaching parents and students to utilize technology every day. In a parent survey done in Fall 2019, around 55% of parents check Aeries to monitor their child's progress while 43% of parents commented that they either do not have access to Aeries or seldom check it.

Kennedy also uses educational software like Edgenuity for Juniors and Seniors who are falling behind on credits. In fall of 2019, 69 seniors and 33 Juniors enrolled in Credit Recovery and took classes on Edgenuity. In Spring 2019, a total of 48 seniors 33 Juniors were taking Credit Recovery courses. This helps Kennedy maintain such high graduation rates which was at 96.7% in 2019, while allowing students to still have access to a broad course of study even when they are falling behind.

Familiarity with technology has helped account increase in students who were above standard based on the Smarter Balanced Consortium (from 26.2 points in 2018 to 39.8 points in 2019). We have also seen strong rates of English learners who are College/Career Prepared (41.3% in 2019) and Socioeconomically Disadvantaged (67.6% prepared).

While we have seen promising growth in closing the achievement gap with improving graduation rates for students with disabilities (from 23.1% in 2017-2018 to 28.2% in 2018-2019), this is an area on which we remain focused.

Our focus on technology within is this goal is best exemplified by how students responded to

the transition to distance learning. In a student survey our WASC committee sent to students May 2020, 58% of students believed that Kennedy was effective in providing them technological tools to support their learning; 36% of students already had the technology needed for distance learning at home. Results of the survey did indicate that while most were comfortable or very comfortable with using technology at home (60%), many students were only somewhat comfortable or not comfortable. Of the students who were not comfortable, most students mentioned that their teachers were not effective at using technology or mentioned blocked websites that were necessary for their class.

The limitations of one-on-one instruction during campus closure have been most impactful to students with learning disabilities and our English learners. Many of them have been struggling with the rapid change to online learning. Though Kennedy has sent instructional aides, made house calls, and troubleshooted technological issues, some students have still not responded back to their teachers. Our teachers have made efforts in contacting students through Teams, google voice, emails, text, and most importantly, phone calls, there are still students who are overwhelmed with the changes and the workload that was assigned. We recognize that these challenges are not unique to our school or District, but our school community nevertheless makes this a priority to address by renewing efforts to support students, engaging in outreach, and evaluating the effectiveness of our current schedule.

Data on student academic progress/student learning:

- Overall, 68% of Kennedy students meet the CCI standards and are classified as Prepared. With another 20% meeting the CCI standard of approaching prepared.
- In Fall of 2020, despite distance learning, Kennedy has maintained a robust dual enrollment program, offering 12 dual enrollment courses with a total of 21 sections.
- Kennedy passing rates for the AP Spanish Language exam was 92.3% of the 78 exams that were taken. On the AP Spanish Literary exam Kennedy obtained an 80% passing rate of the 15 exams that were taken.
- English Learner have maintained approximately 13% of students meeting the standard for English during the 2017-2018 and 2018-2019 school years. While our numbers have decreased in Math from 4.44% to 1.85% in 2018-2019 school year.
- Students with disabilities showed improvement from 15.63% to 22.73% in 2018-2019. However, this group showed no improvement in the 2018-2019 with a school of 0% meeting or exceeding the Math standard.
- English learners who were College/Career Prepared were at 41.3% in 2019, while Socioeconomically Disadvantaged were at 67.6% prepared.
- Students with disabilities' graduation rates have increased from 23.1% in 2017-2018 to 28.2% in 2018-2019.
- Kennedy has distributed to students 1,168 laptops and Chromebooks and 376 internet hotspots since the Covid-19 pandemic.
- Parent Survey from October 2020:
 - o 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.

- 91.1% of parents agreed that the School/District prepares students for college or career pathways.
- 97% of parents agreed that the school provides access to a broad course of study.
- Student Survey from October 2020:
 - 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 during Covid-19 school closures.
 - 91.1% of students agreed that the School/District prepares students for college or career pathways.
 - 100% of students agreed that the school provides access to a broad course of study.

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.

SPSA Goal 3:

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

WASC Critical Area:

RFK needs to develop more effective communication among all stakeholders.

Accomplishment of Goal:

In order to improve student achievement outcomes, we have given considerable time and attention to fulfilling our SPSA Goal 3 through improved means of communication among all stakeholders. We have invested our energies to improve our educational environment by strengthening and expanding our communication protocols. We have increased outreach to parents. We have sought feedback from students, parents, teachers, and staff. We have evaluated the feedback and continued to document perception. We have made changes to our plans, methods, mediums of communication based on survey results, and we are continuing to make our improvements. We are confident that we have made a significant effort to achieve this goal and improve communication among all stakeholders. We have begun to see the impact of these efforts on our school culture, student, and parent engagement, and learning outcomes. We believe these efforts will contribute to lowering suspension and dropout rates, while maintaining and improving high graduation rates. Throughout the course of the last years, our SPSA Goal 3 has stayed constant as shown below:

2017-2018 and 2018-2019 SPSA Goal 3: Robert F. Kennedy will continue to provide all students with a high-quality educational environment where they can take pride in their facilities and look forward to coming to school every day. It will assist in reducing expulsions and suspension rates; increase graduation rates; increase parental involvement; and increase teacher contact with parents

2019-2020 SPSA Goal 3: Robert F. Kennedy High School will provide all students with a high-quality educational environment where they can take pride in their campus and feel safe and connected and improve student attendance. We will continue to maintain low suspension rates, low dropout rates, and high graduation rates

We maintain that improving communication between all stakeholders is integral to success of SPSA Goal 3; accordingly, Robert F. Kennedy High School has been addressing the challenge

of communication among all stakeholders and is striving to improve this critical area. Both administration and staff have taken steps to communicate more effectively with each other and with the student body. Communication underlies school community conditions, promotes strong attendance, and supports student achievement.

Over the last three years, we have surveyed stakeholders numerous times, collecting feedback regarding how well our school site communicates with them. Feedback from these surveys forms the basis of objectives that we have begun to implement to improve student connection, attendance, safety, and pride at our school.

Administration has explored different methods to communicate with the teachers and staff. Under normal circumstances, email has been the most common and consistent school wide communication method among administration, teachers, and staff. Raudel Rojas, our previous Principal, began the practice of sending weekly email updates to keep us informed with upcoming school events and deadlines. In the 2019-2020 school year, our Principal, Dolores Rodriguez, continued this practice with a weekly newsletter and expanded lines of communication with her own unique strategies and personality. She also sends newsletters to students, and families. In Spring 2020, she sent newsletters to seniors to keep them informed about graduation. Mrs. Rodriguez has also expanded the use of social media to engage with students and the community, including use of Twitter, Facebook, TikTok, and Instagram platforms.

The Learning Director, Ms. Allen, sends out emails to staff with information on testing, professional development opportunities, and other updates involving student academics. The Assistant Principal of Discipline and Safety, Mr. Lucas, reminds the staff of upcoming safety drills and schedule changes due to school wide events. Prior to Covid-19 campus closures, Mrs. Rodarte, our Assistant Principal of Student Services, would send weekly emails of athletic schedules that include a list of students who need to leave early to an athletic event. During the 2019-2020 school year, ASB would email school announcements every morning, so teachers had a copy to share with students if the overhead speakers were not working. This semester ASB has been maintaining a newsletter website that they update weekly with important announcements for the student body.

Administration holds grade-level assemblies several times a year to disseminate important information to students based on their grade-level needs. These communication efforts were focused upon and expanded to ensure all students and parents are getting the information they need. It is our hope that with these improved communication efforts in our campus, students will feel more connected to Kennedy.

Over the last three years, our staff has worked with different applications and methods to improve communication with each other and with students. Along with the use of emails, departments use Microsoft Teams to organize PLC pages and to communicate information concerning their respective subject matter. Counselors and teachers used the “Remind”

application to update students about important deadlines. Prior to the Covid-19 campus closures, teachers would collaborate with each other during our Wednesday late start meetings. These meetings were originally structured so that the entire staff met together for an onboarding meeting before being released to departments; however, in 2019-2020, administration felt it was best to have departments start in their PLCs to maximize collaboration time. Frequency of full staff meetings were only called when absolutely necessary. Improved communication among teachers in their department PLCs will result in an improved educational environment for our students.

Since our last WASC visit, we have worked to improve communication with all stakeholders, including between administration and teachers and between school and parents. In Fall 2019, we gave teachers and parents a survey that asked both to rate their perceptions about how well informed they were and whether communication has improved. Teachers rated their perception of how well-informed they were about on-campus activities at 3.9 out of 5 (with 5 as the highest). Teachers rated students as 3.7 on the same survey. A high number of teachers indicated that communication improved in that current school year from the last. A narrow majority of teachers indicated that they believe they are well informed. Teachers indicated that they prefer communication through email. The parent survey was given on Back-to-School Night (Fall 2019); most parents indicated they believed that our school communicated well with them, they are confident in how to communicate with school personnel, and they noticed an increased effort on our communication with them. The survey was encouraging in that it indicated that communication has improved and that a majority of parents are receiving and sending information successfully. However, there were still some areas for improvement.

By far the most trying test of our progress toward this goal has been the Covid-19 campus closures. Of the many things that took on renewed focus and importance, communication between all stakeholders, maintaining student connectedness to the school community, ensuring safety, and working to maintain high graduation rates have certainly taken the spotlight. In response to school closure due to the Covid-19 Coronavirus, Robert F. Kennedy High School took steps to maintain communication with students and facilitate distance learning. On the last day campus was open, all teachers were asked to create Teams classes to communicate with their students. Administration understood that to communicate with students, the students would need the necessary technology to allow them to have easier access to their teachers. The school staff present on campus distributed laptops and hotspots to students who did not have a computer or internet access at home. Throughout Covid-19 shutdown, all staff worked to ensure daily outreach to students and parents. Administration generated a student phone list with multiple numbers so that teachers can interact with students directly to make sure they have what they need to participate in the online environment. We set up a daily attendance system where teachers were accountable to do outreach daily to students, one period a day. This did not preclude reaching out to all students but to ensure that intentional outreach is made so that no students were lost. For example, teachers made calls, sent texts, or emails regularly until students or parents replied. Teachers communicated with administration daily regarding attendance using a daily school closure log check in. Teachers submitted a daily list of nonresponses to administration so that those students could be contacted again by staff present on campus.

Then we established connection through Microsoft Teams, Zoom, Edgenuity, Google Voice, Remind App, Instagram, Mitel, and other applications. Teachers increased direct contact with students and parents using landlines, cell phones, and email; group chat PLCs continued primarily via Microsoft Teams and Zoom. Because so many phone calls were made in outreach, parents began to complain that there were *too many* calls from Kennedy. In response to these complaints, Administration issued “All Texts” to students and parents to provide them with information through Blackboard. Given the success of Blackboard, administration is considering using Blackboard as a regular communication feature. Administration and staff conducted home visits to students who did not respond to school communication.

Students responded to our outreach and communication in varying degrees, some with great enthusiasm, and some with little to none. The enthusiastic students were able to get quick responses to questions, help with challenges, and coaching on learning tasks. Non-responsive students remained on our radar, and we continued to reach out to them daily. By doing this we increased engagement on the online learning platforms. One challenge we realized is that some students had contact information that was limited or needed to be updated. In anticipation of out-of-date contact information, the day before the school closure we asked students for updated direct contact numbers and emails. Unfortunately, despite tremendous efforts, some students still did not engage and participate with the online learning activities.

After the announcement of the extension of the school closure, Robert F. Kennedy High School transitioned to flexible online education through the Edgenuity Program, where students completed their coursework online. This program allowed students to work at their own pace asynchronously on their course work, helping them not fall behind on their education. Teachers facilitated student learning by continually communicating with students to help them progress through each stage in their online course. AP courses, dual enrollment, and other electives did not use Edgenuity. Those classes continued to progress as usual through whatever platform their instructor was already using. Teachers in all subjects facilitated distance learning using online chats and online group discussions. They also posted tutorial videos online via YouTube, Microsoft Teams, or Microsoft Stream. With constant communication and optimum educational platforms at home, students continued to experience a high-quality educational environment provided by Robert F. Kennedy High School.

Robert F. Kennedy High School started the 2020-2021 school year with distance learning. At the time of writing this report, we have no expected return date for students. We anticipate starting second semester with distance learning. In preparation for distance instruction, teachers were trained in the use of Canvas at the end of the Spring 2020 semester. A week before the start of fall semester, we added two semi-optional professional development days for more in-depth Canvas training and time for teachers to develop their courses. Teachers started the school year using Canvas and Microsoft Teams to provide instruction and communicate with students. In order to have face-to-face interactions, teachers use Zoom or Microsoft Teams Meetings. The District has licensed accounts through both services. Teachers are available to students for questions and support through Teams Chat, Canvas Email, Outlook, direct calls through Teams, phone, text, and other platforms.

Online instruction has not been without its challenges, but with it have been new opportunities for communicating with students and parents. For the 2020-2021 school year, the District has adopted a block schedule that alternates between 1st-3rd and 4th-6th periods. In the summer of 2020, our district surveyed teachers and parents on the preferred model of instruction (distance learning, hybrid, or traditional). 71% percent of our parents and 86% of our teachers indicated a preference for hybrid and/or distance learning instruction. Our adopted scheduled was selected because it will allow for an easier transition into hybrid instruction when campuses physically open. The student day begins at 9:56 a.m., and the teacher day begins at the contractual starting time: 7:40 a.m. Teacher collaboration, professional learning, and parent engagement time is scheduled during the school day as well during the first two hours of the day before students start school.

For students who are engaged in the online platforms, Microsoft Teams and Zoom give us opportunities for instant feedback and support, including one on one instruction for struggling students, group conversations, and whole class teams' meetings. For students who are not engaged, teachers, administration, and staff used Teams Chat, Email, phone calls, text messages, and use of other social media. Many students have Teams installed on their phones and are very responsive to the Chat feature.

The Aeries gradebook and parent portal along with the Canvas Gradebook provided students and parents with up-to-date information regarding student assignments, quizzes, progress, and grades. Until Aeries gradebook and Canvas communicate for daily transfer of grades, teachers must maintain two gradebooks. Per an MOU, teachers must update their Aeries gradebook on a weekly basis to let parents know students' current grades or document weekly parent contact with every parent. Teachers, Staff, and Administration have sought to strengthen communication with parents through phone calls, Teams Chat, email, and all means known to make sure students and parents are given the best shot at success in this environment. Students have received laptop computers, hotspots, and school administration makes regular phone calls and trips to visit students and help them get and stay connected to our school. Our staff have been so committed to student learning that if a student is having technology or internet issues, someone from the office will usually deliver a new laptop or hotspot that day, and often within a couple of hours.

While students were focused on distance learning and away from campus, administration took this opportunity to make improvements to school grounds. Buildings were repainted and deep cleaned. Classroom furniture was updated, and a new weight room was installed. These improvements were made with hopes to build more school pride and connectedness when students return to campus.

The Associated Student Body (ASB) worked hard to keep students connected to the school. Despite having to plan school events from a distance, ASB has intended to follow their traditional calendar. Some of the events they hosted for the students were a Virtual Welcome Back Week and a Virtual Welcome Back Rally. They kept students connected with school updates by issuing a weekly announcement. They also communicated with the student body through social media platforms like Instagram and Twitter.

Our school staff was aware of how distance learning could negatively impact students both emotionally and mentally. In response, our school staff hosted events that helped to keep those students connected with Robert F. Kennedy High School. These events were a Mental Health Awareness Week, Red Ribbon Week, and Suicide Prevention Week. Our staff also established the Rise Crew. These staff members visited student homes to keep them motivated and connected to the school. These steps were taken to not only preserve student connection to the school but to maintain student safety during this distance learning period.

The District Learning Continuity and Attendance Plan (*LCP*) has provided additional support and structure for us with distance learning and in working toward SPSA goal 3. The plan communicates with teachers, staff, administrators, students, and parents how student learning continuity has been addressed during the Covid-19 crisis in the 2020–2021 school year. The Learning Continuity Plan addresses gaps in learning, meaningful stakeholder engagement, maintaining transparency, and access to necessary devices and internet connectivity for distance learning, student nutrition, and mental health and social emotional well-being of students and staff. It also addresses the needs of undocumented students, students with unique needs, and students experiencing homelessness. The plan communicated clearly with staff the conditions for reopening schools for in-person instruction, and the plan for transition to a hybrid instruction model.

Students are provided devices and connectivity, pupil progress is assessed through live contacts and synchronous instructional minutes, and participation and time value of student work is measured for attendance purposes. We will assess pupil learning loss, especially in the areas of ELA, ELD, and Mathematics, with formative assessments to gauge standards of mastery and identify learning loss. Teachers have collaboration time where formative and summative data may be analyzed for refining and modification of instructional strategies to mitigate learning loss and accelerate learning. It communicates strategies like class size reduction, reading, writing, and math interventions offered during the school day, academic tutorials, credit recovery just to name a few.

A key issue during the pandemic has been mental health and social emotional well-being, so Kennedy has enhanced Services and Resources in English and Spanish to respond to crisis calls,

assess, provide counseling, and provide referrals to outside services as needed. Our school psychologist, district's MFT, and intervention counselor have been working collaboratively to conduct regular check-ins and tele-counseling with our students. We have SEL modules included in the PE and health education which include "understanding and managing emotions," "ways to manage stress," "suicide prevention," "anger management," etc.

We have a multi-tiered system for reengagement strategies. We regularly seek to update current contact information in Aeries. Our support staff contacts students who do not engage in the previous instructional period to remind them to log into the next period and also check in the missed period for information and assignments. Teachers also have parent engagement time built into schedules to communicate with parents concerning their child's progress/participation. We use blackboard connect all and text messaging to keep parents informed. For the habitually unresponsive students during DL, our discipline liaison has been making home visits. After report cards went out, Kennedy's administration realized that some students may be intercepting the mail, so they have renewed their efforts to reach out to parents and ensure they are aware of their students' progress.

The needs of foster youth, ELs, and socioeconomically disadvantaged pupils are a top priority in the Learning Continuity Plan. The District serves 91% socioeconomically disadvantaged pupils. Thus, parents and students were surveyed in March 2020 via phone to identify the need for technology and student learning. 62% of the families lacked adequate internet access and approximately 73% of our pupils were utilizing cell phones as the device to access instruction and complete homework. To improve the conditions for learning, the District purchased sufficient hotspots and devices for all pupils to participate in the educational program and complete assigned work. In addition, the District upgraded the technology infrastructure to ensure uninterrupted instructional time for all pupils.

The District's reopening plan accounts for the needs of foster youth, ELs, and students with disabilities. The Reopening Plan is a four-phase plan: phase 1 are Special Day Classes (SDC); phase 2, RSP, foster youth, and homeless students; phase 3, English Learners and at-risk students; phase 4, remaining student populations. At the time of writing this report, the District has only implemented phase 2 reopening and has suspended the timeline for phase 2 reopening due to a spike in Covid-19 cases.

Impact on Student Achievement:

Our increases in communication among stakeholders have improved learning outcomes by increasing student, parent, and teacher awareness of needs, challenges, and perceptions in this area. Teachers, Administrators, and staff at Robert F. Kennedy High School are working hard to address our SPSA Goals 1 and 3 as it relates to communication. We have made strides to bridge the achievement gap of our English Language Learners and students with disabilities in

college and career readiness. We have accomplished objectives in fulfilling our SPSA Goal 3 by providing a campus where students can feel safe, connected, and take pride in their school experience. Increased communication among stakeholders likely contributed to the 42.7% of students passing the Smarter Balanced Assessment in 2019, to the rise of students testing above standard from 26.2 points in 2018 to 39.8 points in 2019, to English Learner College/Career Preparedness at 41.3% in 2019, and to Socioeconomically Disadvantaged at 67.6%.

In the 2019-2020 school year, each teacher reviewed strategies and best practices of Explicit Differentiated Instruction (EDI). Teachers implemented these practices into their classroom where our students have increased immersion into the English language. Aides are present in classrooms where students with disabilities to provide necessary accommodations to these students that align with their individualized education program (IEP). Both implementations address our SPSA Goal 1 of bridging the gap for our English Language Learners and Students with Disabilities in terms of academics, and ultimately SPSA Goal 3 of ensuring high graduation rates and low dropout rates.

In reference to our SPSA Goal 3, we have had some recent success in terms of maintaining our objectives that comprise our goal. One of our objectives is to make sure that students feel safe and connected to our campus. One factor that can play a role in contributing to these results is the number of students that participate in extracurricular activities. In 2019, we had about 570 students who were involved in athletics and 263 students who were involved in at least one of our 18 clubs. Athletic events and opportunities to spend time with other students can help facilitate a connection between student body and the school.

We have an intervention counselor and psychologists on campus that help students who need guidance. These staff members counsel students who have issues with behavior, social interaction, domestic life, and substance abuse. Students can easily feel ostracized when having to spend so much time in the disciplinary office. However, our counselor and psychologists help shed light upon how valuable the student is to our campus. They help students ignite or even rekindle that spark of connection with Robert F. Kennedy High School. Students now have an outlet to go to in case they feel the need to express any issues they are having.

Our Assistant Principal of Discipline, Les Lucas Jr., is working hard to keep our campus as safe as possible. Teachers were given a training in November 2019 headed by the ALICE Safety Training Program which provides a comprehensive look on how to react if a shooter is present in campus. We also have annual earthquake and fire drills where everyone on campus practices what to do during these events and where to evacuate. For Fall 2020, we held the drill virtually. Mr. Lucas also prohibited parking in a section of the school to keep it clear as a pathway for evacuation and easy access for federal authorities during an emergency. An extra security guard was hired on staff, and a Police Officer is present on campus to further ensure the safety of our students. These safety precautions and trainings help address our SPSA Goal 3 of keeping our campus safe.

Extracurricular activities, school counselors and psychologists, and improved safety procedures and trainings are strategies our school implemented to make sure students feel safe and

connected to our campus. The biggest impact that this connection has for our students is that students are making more of an effort to go to school and to stay in school. This impact is measured by our improved attendance rates, low dropout and suspension rates, and our high graduation rates which will be displayed as evidence at end of this passage. These data can be attributed to the increased communication our staff has with teachers and with students. Our attendance office sends daily and weekly reminders to teachers to make sure that accurate attendance is being inputted every day. Our teachers continue to provide high quality education to our students and intervention strategies to keep students from failing their classes. Students can log into Aeries, a grading website that allows students to check their grades through a mobile device or computer. This way, students can be consistently aware of which classes they need help with the most.

The Covid-19 school shutdown in Spring 2020, necessitated students to continue their coursework from home through digital platforms, such as Teams and Edgenuity. This transition impacted the learning of students significantly since many worked asynchronously and had to work more independently than they were accustomed to. In terms of communication, Kennedy has worked hard to maintain a high-quality educational environment for students. One concern with the transition was a lack of technology in student households. Administration and teachers communicated with students via phone call, mass text, and mail to disseminate laptop/hotspot distribution schedules. This way, students knew when to go back to campus to pick up supplies for their technology needs. Another concern was teacher availability for all courses. Students received distance schedules from the school that included when teachers were available to help them with coursework. Teachers checked in with their students daily through their respective communication platforms and Administration is working hard to contact students who are inactive or unresponsive.

In April and May 2020, we surveyed students regarding their learning experiences and connection to Kennedy during the Covid-19 school closure. Of 227 who responded, an overwhelming majority (193) responded that Kennedy was able to effectively communicate with them. Those who had difficulty in communication indicated mostly technological issues such as login and IT help desk. Students did comment that a lack of uniformity in communication methods made it hard for some students, as they were not sure whether to pay attention to Instagram, Teams, or other media for announcements. A couple of students mentioned having a tough time getting a prompt response from teachers. A recurring theme voiced by students was they just missed being at school, away from home, with teachers and other students, and the communication challenge in the learning came from not being face to face. This has emphasized for us that students are connected to school and view campus as safe.

In the same window of time, we surveyed teachers and staff regarding the Covid-19 school closure. Of 44 teachers who responded, nearly all (43) said they were able to effectively communicate with other staff at Kennedy, with 38 saying they were able to do so “very effectively.” Teachers indicated which forms of communication they relied on most to communicate with students, and Microsoft Teams topped the list. These results indicated that the lines of communication among staff at Kennedy were clear during the Covid-19 closure. While we did not ask teachers how effectively they were able communicate with parents and students (we felt such a question would not provide productive information at that time), we did

ask teachers how we could have improved communication with parents and students during the shutdown. Teachers offered suggestions related to improving translation services, improving access to Wi-Fi and technology, supporting language learners and communication with parents in Spanish, and clearer, more consistent communication coming from school leaders regarding expectations of teachers. This supports SPSA goal 3 because we believe that for students to feel connected to their campus, staff must as well.

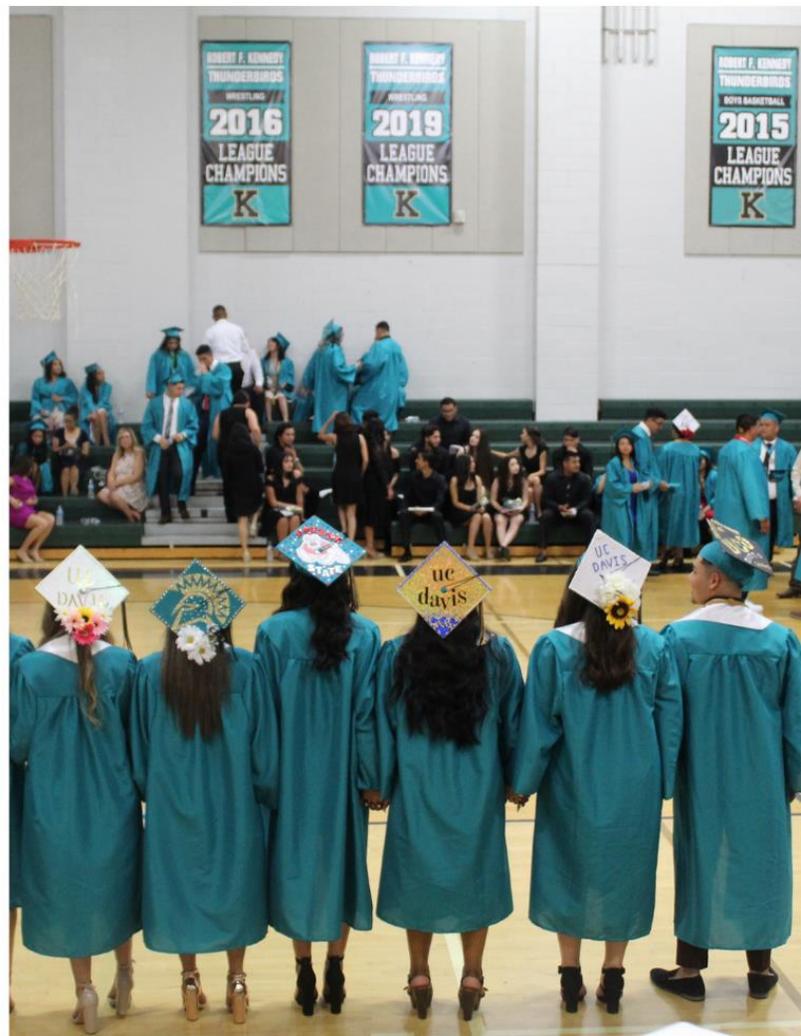
In October 2020, the WASC committee surveyed all staff. Participants expressed that they noticed significant improvements in communication from administration with teachers and staff, from teachers to students, among cohorts, and to and from parents. When asked the open-ended question regarding what significant developments have taken place since our last visit, 46% of answers mentioned an increase in communication as a primary change. This is a very high percentage, since the question was not multiple choice: teachers and staff produced this feedback from their own observation! When asked specifically how our SPSA goal 3 has impacted student achievement, 70.3% answers commented that communication has improved. In addition, staff mentioned that we have more school spirit, increasing parental involvement, better use of social media and other engagement tools, and overall better support for students, teamwork, unity and improved school culture and pride. Staff also noted by some that collaboration between Special Education and General Education teachers has improved, and that increasing numbers of students come after school to make up any assignments that were missed. Communication struggles between Special Education and General Education teachers was a point of focus during our last WASC visit. When asked the impact of SPSA Goal 3, 86.8% of answer noted that SPSA Goal 3 has had a significant or very significant positive impact.

The most recent survey data from students and teachers indicates that for the most part students and teachers who responded perceived communication to be very strong. The areas for growth were mostly related to the quick closure and the changing directions coming from the District rather than site-based decisions. There were some specific ideas which may be constructive for our future efforts at online learning, especially regarding improving access to technology, translation services, and support for English Learners and students with IEPs who require extra support.

Given the data that we have from surveys, we believe we have made significant progress in our goal to improve communication among all stakeholders and have seen impacts on SPSA goal 3 in the current school year, even as the Covid-19 closure created new barriers and hurdles to doing so. We have made improvements to how aware teachers feel about on-campus activities and procedures off-campus during school closure. We have continued to use emails and PLC cohort meetings, and we have full implementation of Microsoft Teams among teachers and administration. We have continued to survey teachers and students to monitor perception regarding communication and have found that our communication has been a strong aspect of our educational program. We plan to continue surveying teachers, staff, and students to maintain this growth.

Data on student academic progress/student learning:

- According to a survey conducted by the district in Fall 2019, 93.7% of students reported that they feel safe at school and 99.6% of students reported that they feel connected to the school.
- In the school year of 2017-2018, our school had an Average Daily Attendance (ADA) to Enrollment ratio of about 94.8%; in 2018-2019, we had improved ratio of about 96.7%.
- In the school year of 2017-2018, we had a suspension rate of 1.3%; in 2018-2019, our school had a suspension rate of 2.4%. Both rates were below the county and state suspension rates.
- In 2018-2019, we had a dropout rate of 0.3%, which is below the county and state dropout rate.
- In 2017-2018 we had a graduation rate of 98.9%; in 2018-2019, our graduation rate for the school year of 2018-2019 was 96.7%. Both rates are higher than the state's graduation rate.
- IN 2019, 42.7% of students passed the Smarter Balanced Assessment.
- Students testing above standard rose from 26.2 points in 2018 to 39.8 points in 2019
- English Learner College/Career Preparedness was 41.3% in 2019, and Socioeconomically Disadvantaged 67.6%.
- In the April-May 2020 student survey, 193 of 227 students who responded agreed that Kennedy was able to effectively communicate with them.
- Parent Survey from Back-to-School-Night 2019:
 - o .92 % of parents surveyed indicated they are "Very" well informed regarding activities that pertain to students
 - o 66.46 % of parents surveyed indicated they know who to ask when they have questions about their student at RFK
 - o 56.33% of parents surveyed indicate that communication has improved
 - o 8.23 % of parents surveyed indicated communication was already good
 - o About 63% of parents surveyed use the Aeries Parent Portal
- Parent Survey from October 2020:
 - o 95.7% of parents agreed that the school provide sufficient notices, invitations, and letters regarding parent involvement activities.
 - o 94.8% of parents agreed that the District/School effectively addresses attendance (during Covid-19), dropout, and graduation.
 - o 93.8% of parents agreed that students feel safe while at school (including Covid-19 safety concerns) and students feel connected to school.
- Student Survey from October 2020:
 - o 97.7% of students agreed that the school provide sufficient notices, invitations, and letters regarding parent involvement activities.
 - o 92% of students agreed that the District/School effectively addresses attendance (during Covid-19), dropout, and graduation.
 - o 99.5% of students agreed that students feel safe while at school (including Covid-19 safety concerns) and students feel connected to school.



V: Schoolwide Action Plan Refinements

A copy of the Robert F. Kennedy High School SPSA can be found on the Robert F. Kennedy website. It is also linked here: [Robert F. Kennedy High School SPSA](#).

Robert F. Kennedy High School's Plan for Student Achievement (SPSA) has experienced several changes since our last self-study visit. The visiting team's recommended critical areas of growth assisted in driving our action plan to produce a set of goals that have guided positive change in our school. During the three years since the self-study, the changes have impacted the progress made in the recommended growth areas, which are emphasized in Section IV. Kennedy continues to use the goals as a guide in its ongoing improvement process.

It is worth noting that shifts in administrative positions at the district and site levels have taken place. After the loss of our Superintendent to an illness during the 2018-19 school year, the Associate Superintendent (a former Kennedy Principal) transitioned to that position. The Associate Superintendent position was not filled in 2018-19; however, a new Director of Curriculum and Instruction job was created and filled by our former principal, Mr. Rojas, in 2019-20. We also have a new Learning Director who has been with us since Summer, 2019.

Action Plan Goal #1

Our goal is to provide a rigorous, high-quality education and targeted supplemental instruction. Professional development activities are selected from state approved evidence-based strategies and practices. The selected evidence-based interventions have been refined over the years and resulted in high performing academic schools and improved outcomes for socioeconomically disadvantaged pupils, English learners, foster and homeless youth. To improve student performance and implement our focused WASC action plan, professional development and regularly scheduled collaboration time were increased.

There was a need to investigate the purpose and effectiveness of collaboration time during late starts. We found that the administration and staff needed training to make the best use of Professional Learning Communities (PLCs). Solution Tree worked with the leadership team to provide clear and explicit directions on how to use the time to collaborate for improvement of student academic achievement. There was a refocus and need to take it back to the basics and first steps to build a true PLC. The investment in PLCs has positively impacted the implantation of CCSS, the EL Master Plan, and the SPSA. Our departments effectively use PLC time to analyze data, create, and determine student achievement goals, develop curriculum, review best practices, and improve instruction.

The scheduled professional development activities for Fall 2020 include Expository Reading and Writing Curriculum (ERWC) virtual workshops for delivery of instruction and curriculum through

Canvas; Literacy workshops to learn and practice effective instructional strategies for teaching reading and writing; EL instructional strategies trainings through the county office; and academic coach trainings on best practices. Kennedy will also schedule later this year trainings for Explicit Direct Instruction (EDI), Designated ELD, and Integrated ELD instructional strategies to support learning for English learners, students with disabilities, socioeconomically disadvantaged pupils, and homeless.

Continued technological professional development and support for educators is a key component for student achievement. Comprehensive training in the use of the Canvas Learning Management System and Microsoft Teams (Office 365) application has been provided to develop and enhance teachers' instructional skills on a virtual platform. As an integral part of synchronous and asynchronous learning, Canvas and Office 365 offer a user-friendly, content-focused design in a platform that encourages consistent, digital teaching and learning opportunities. A series Microsoft Office 365 professional development sessions were offered in July and August 2020. These sessions provided teachers the opportunity to learn One Note for displaying notes, drawings, screen clippings, and audio commentaries for the purpose of improving learning; Sway for combining text and media to create lessons; Forms for creating surveys and quizzes; and how to collaborate with staff and communicate with students during instruction. Before the start of school, Kennedy also provided two full-day trainings on Canvas and Microsoft Office 365. The Canvas (asynchronous) professional development included import of courses; creating content by adding text, images, and links using Canvas studio; and how to edit assignments and quizzes. The Microsoft Teams (synchronous) professional development included training on how to live stream, security options, chat management, downloading attendance list of students, and posting video on Canvas. To offer continued technological support, video links were made available as a resource to reference as needed. Academic coaches will provide additional continued technological support for teachers.

Action Plan Goal #2

The development of a technology plan has led us to a great deal of improvement in this area. During the past two years, it has been our goal to provide teachers and key support staff with the latest technology and training to effectively implement it in the classroom to enhance student engagement and improve student achievement. Since 2018-19, we have decommissioned and replaced several computer carts. We have added many mobile computer carts, providing access to students in all core classrooms. Teacher desktops and computer labs were upgraded with solid state drives that increased the processing speed of computers. Additional WIFI adaptors have been purchased for each classroom to connect teacher tables for ease of use when projecting lessons. Additional switches were installed in the 100, 200, 300, and 400 buildings. The buildings each have two (2) switches which allows the hardwired stations to use one switch while the wireless stations use the other, increasing WIFI access when students are using mobile computer carts.

Action Plan Goal #3

Robert F. Kennedy High School's SPSAs are reviewed, analyzed, and updated by all site stakeholders. During both program years, various stakeholders' 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 were needed. Parents expressed they were pleased with the overall performance of the school.

Kennedy values involvement from all stakeholders. Our parents, students, and teachers are regularly surveyed to provide input or recommendations for the SPSA. Our school has sufficient standards aligned instructional materials in core subjects and provide a broad course of study. Parents and students unanimously agree that Robert F. Kennedy High School provides students with the resources and tools needed for learning acceleration. Nearly all students agreed that the school provides effective services or supports to address learning loss during Covid-19 pandemic distance learning.

Our support staff, counselors, school administrators, and many teachers communicate daily with parents and students. Office support staff monitor student engagement in each period. Canvas LMS activity reports are run after each period. Students who did not login are contacted immediately to remind them to login to the next period. Parents are also contacted by a staff member and/or through Blackboard Connect to receive notification of their child's absence. Counselors held a "Get the Scoop" event (replacing Coffee with the Counselor during distance learning) to meet with parents about their child's academic progress and supplemental services that are available to support academic achievement.

Parents are regularly invited and encouraged to attend meetings and school events. Our annual back to school night, awards presentations, athletic events, and performing arts events are highly attended. Since the start of the pandemic, we have experienced an influx of parent involvement. Parent engagement time was also built into teacher's schedules to allow for parent and teacher to review student progress and achievement goals.

It is important to highlight that of the three comprehensive high schools, we received 100% of LCFF forms. Kennedy has the most parent participation during surveys and parent meetings.

Newly Identified Issues

Loss of learning is of key concern for our district and community. Kennedy experienced a rise in the amount of scholarship warnings in comparison with the previous year's mark one (1) entries. Supplemental services have been increased to accelerate learning for all students, specifically English learners, students with disabilities, socioeconomically disadvantaged pupils, and homeless

and foster youth.

While there is a consensus among all stakeholders that our school's facilities are in good repair, it was determined that there is a need to repair the tennis courts at Kennedy. The courts have severe cracks posing a hazard to students. Repairing the tennis courts will improve student facilities and grounds that are free of trip hazards, significant cracks, and evident damage.

The following reflect schoolwide progress and/or newly identified issues:

<p>Critical Area of Need #1: RFK needs to generate a detailed and ongoing professional development plan to create systemic changes.</p> <p>SPSA Goal 1: Robert F. Kennedy High School will continue to maintain a high status in the met standards in English and Math for all students and continue to close the achievement gap for English learners and students with disabilities. We need to maintain preparing all students for college and/or career. Increase dual enrollment opportunities to close the gap between youth who are meeting the standards and those who are not meeting such standards.</p> <p>LCAP Goal 1: Provide a high-quality education to improve Student learning and academic performance as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.</p>	
ACTION PLAN ITEM	UPDATES or REVISIONS
Ensure all students are provided with high quality education by providing teacher collaboration time to refine curriculum and assessments	<ul style="list-style-type: none"> ○ PLC professional development ○ Scheduled collaboration time for refinement of instruction, curriculum, and data analysis of formative assessments ○ Ongoing PD in EDI, DOK, SDAIE, DOK, ELD, Close Reading, Writing Strategies, PLC, NCTM Best Practices, Thinking Maps, and Co-teaching and other research-based best teaching strategies
Provide high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals	<ul style="list-style-type: none"> ○ A professional development plan has been developed (<i>Professional Development Plan</i>) ○ Increased targeted PD to meet the needs of subgroups ○ Increased staff duty days for PD (<i>See School Calendar</i>)
Provide updated technology and data management system annual license to enhance student outcomes	<ul style="list-style-type: none"> ○ Illuminate data management system ○ IXL ○ New Perspectives ○ Newsela

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

SPSA 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.

LCAP Goal 2: 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.

ACTION PLAN ITEM	UPDATES or REVISIONS
<p>Ensure all students are provided with high quality, standards (content/TE/CCR) aligned curriculum and instruction to:</p> <p>Continue to use scheduled collaboration time to analyze data</p> <p>Refine curriculum, instruction, and assessments</p>	<ul style="list-style-type: none"> ○ Site, district, and summer collaboration time ○ Late Start Wednesday every other week during past two years (<i>see school calendar</i>) ○ Collaboration time built into daily teacher schedules during pandemic (<i>see distance learning schedule</i>)
<p>Provide targeted, high-quality professional development opportunities for teachers, counselors, and administrators</p>	<ul style="list-style-type: none"> ○ Training in Illuminate data management, Canvas LMS, Edgenuity, Teams, One Note, Sway, etc., See Professional Development Plan
<p>Continue to purchase supplementary materials and equipment to attain student outcomes</p>	<ul style="list-style-type: none"> ○ PFT – Physical fitness equipment ○ Tablets for PE teachers for data analysis of PFT performance and immediate feedback
<p>Continue to purchase technology to enhance and improve student performance</p>	<ul style="list-style-type: none"> ○ Purchased necessary technology to be one-to-one in 2020-21 school year. ○ Purchased hotspots to provide all students with access to distance learning ○ Increased WIFI access on school campus ○ Updated teacher desktops ○ All teachers received new Microsoft Surface Pros ○ Continue to purchase technology to improve instruction and learning (<i>See Technology Plan</i>)

Critical Area of Need #3: RFK needs to develop more effective communication among all stakeholders.

SPSA 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.

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

ACTION PLAN ITEMS	UPDATES or REVISIONS
Continue to purchase technology and fund maintenance to district web page to increase parental and community engagement.	<ul style="list-style-type: none"> ○ Provided hotspots, devices, and instructional materials to students residing in outlying areas who are not otherwise able to make it during distribution times or location
Increase parent involvement to improve student outcomes	<ul style="list-style-type: none"> ○ Parent awareness workshops (Aeries parent portal, Coffee with the Counselor, college presentations, mental health, drug prevention, etc.) ○ Parent outreach and assistance ○ Modified work schedules of support staff and faculty to improve student services ○ Principal’s newsletter to students and parents – Home & School Connection is provided in English and Spanish ○ Parent surveys
Continue to provide district stakeholder meetings for data analysis, outcome analysis, and performance analysis	<p>The DJUHSD holds numerous meetings throughout the school year with students, parents, administrators, teachers, other staff, parent advisories, and the local bargaining unit members.</p> <ul style="list-style-type: none"> ○ July – August 2019 to evaluate needs and services to improve student learning ○ January – February 2020 to review and analyze all state and local data to conduct school-level needs analysis ○ Surveys of students, parents, teachers, staff



VI: Appendix A: District LCAP Plan

The Delano Joint Union High School District LCAP Plan can be found on the District website or linked here: [District LCAP](#)

VII: Appendix B: District Learning Continuity Plan

The Delano Joint Union High School District Learning Continuity Plan can be found on the District or linked here: [DJUHSD Learning Continuity Plan](#)

VIII: Appendix C: District Technology Plan

The Delano Joint Union High School District Technology Plan can be found linked here: [DJUHSD Technology Plan](#)

IX: Appendix D: School Reopening Plan

The Robert F. Kennedy High School Reopening Plan can be found linked here: [RFK School Reopening Plan](#)

X: Appendix E: School Master Schedule

The Robert F. Kennedy High School first semester master schedule can be found below or linked here: [Robert F. Kennedy High School Fall 2020 Master Schedule](#)

Robert F. Kennedy High School 1 st Semester Master Schedule 2020-2021									
Teacher	Rm	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
English/ELD									
Aliandajao, Guadalupe	206		Eng. 9 Hrs	Eng. 9 Hrs	Eng. 9 CP	Eng. 9 CP	Eng. 9 CP	Writing Support	
Banuelos, Natalie	210		ELD Bridge Rdng	ELD Bridge Rdng	Eng. 9 CP	ELD Bridge Rdng 12	Eng. 10 CP	ELD Bridge Rdng	
Cipriano, Sara	202		English Coach	English Coach	Eng-Lang AP	Eng-Lang AP	Expository Comp	Expository Comp	
Delgado, Alex	203		Eng 11 CP	Eng 11 CP	Eng 11 CP	Eng 11 CP	Writing Support	Eng-Lit AP	
Folger, Tatyana	211		ELD Emerg CVS	ELD Exp Gr/Wr ELD Emerg Gr/Wr	ELD Exp/EMerg Rdng	ELD Bridge Rdng	ELD Bridge Rdng	ELD Bridge Rdng	
Ramos, Juana	201		ELD Bridge Rdng	ELD Bridge Rdng 12	ELD Bridge Rdng	ELD Bridg Gr/Wr	ELD Bridg Gr/Wr	Eng. 9 Hrs	
Robinson, James	204		Eng. 10 CP	Eng. 10 CP	Eng. 10 CP	Eng. 10 CP	Eng. 11 Gen	Eng. 10 CP	
Sepsey, James	205		Eng. 10 Hrs	Eng. 10 Hrs	Eng. 12 Gen	ERWC	ERWC	ERWC	
Veiss, Corina	208		ERWC	ERWC	ERWC	Eng. 11 CP	Eng. 11 CP	Eng. 11 CP	
Wright, Jennifer	209		Eng. 9 CP	Eng. 9 CP	Eng. 10 CP	Eng. 10 CP	Eng. 9 CP	Eng. 9 CP	
Foreign Language									
Bonilla, Noemi	114		Spanish IIS CP	Spanish IIS CP	ELD Bridg Rdng	Spanish II CP	Span Lang. AP	Spanish IIS CP	
Escudero, Antonio	112		Spanish IS CP		Spanish IS CP	Spanish IS CP	Spanish III CP	Span Lit AP	
Garcia, Leonedes	108		Spanish I CP	Spanish II CP		Spanish I CP	Spanish II CP	Spanish I CP	
Marquez, Nancy	110		Span Lang AP	Span Lang AP	Spanish IIS CP	Spanish IIS CP		Spanish IS CP	
Mathematics									
Alvarado, Joaquin	310		Pre-Cal.	Applied Math	Pre-Cal.	Pre-Cal.	Pre-Cal.	Pre-Cal.	
Booc, Mardelano	313		Applied Math	Algebra I Hrs	Applied Math	Statistics AP	Algebra I Hrs	Applied Math	
Diaz, Daniel	306			Algebra I CP	Algebra II CP	Geometry CP	Geometry CP	Geometry CP	
Gonzalez, Adalia	311		Consumer Math	Algebra I CP		Consumer Math	Algebra I CP	Geometry CP	
Mendoza, Maricela	305		Algebra I CP	Algebra I CP	Geometry CP	Algebra I CP	Algebra I CP	Algebra I CP	
Montoya, Daniel	308		Algebra II A CP	Algebra II	Algebra II A CP	Math Coach	Applied Math	Algebra II A CP	
Moreno, Ernesto	309		Geometry CP	Geometry Hrs	Geometry Hrs	Geometry Hrs	Calculus AB AP	Algebra II CP	
Paniagua, Danny	303			Geometry CP	Algebra I CP	Algebra I CP	Geometry Hrs	Algebra I CP	
Torres, Erica	312		Algebra I CP	Algebra II CP	Algebra II	Algebra II CP	Math Support	Math Support	
Science									
Ali, Abdullah	405		Chem CP	Physics CP	AP Physics	Chem CP	Chem Hrs	Chem CP	
Ali, Ali	412/ 614		Logic Cont./Engineering	Lab Biology CP	Lab Biology CP	Bas Electronics/Engineer.	Lab Biology Hrs	Lab Biology CP	
Alvarado, Alice	408		Lab Biology Hrs	Lab Biology CP	Lab Biology CP	Lab Biology CP	Lab Biology CP		
Grounds, Stacey	401		Chem CP	Chem CP	Chem CP	Chem CP	Chem CP	Chem CP	
Lemons, Matthew	403		Lab Biology CP	AP Biology	Phys Sci HS	Phys Sci HS	Lab Biology CP	Lab Biology CP	

Teacher	Rm	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Social Science									
Barragan, Andrew	105		Civics CP	Economics CP	Civics CP	Wrld Hist/Geo CP	Wrld Hist/Geo CP		
Booc, Mark	113		Mock Trial I/II/III	Wrld Hist/Geo CP	Wrld Hist/Geo CP	Economics CP	Civics HS	Economics CP	
Pedraza, Gerardo	111		US History CP	US History CP	US History AP	Psychology CP	US History CP	US History CP	
Ramos, Pedro	109		Wrld Hist/Geo CP	Wrld Hist/Geo CP	US History CP	US History CP	Wrld Hist/Geo CP	Intervention	
Staples, Shade	302		US History Hs	US Gov-Pol AP	Car Life Ed BC	Civics CP	Civics CP	Civics CP	
Tincher, Cal	Mod 1		US History	US History	US History	Euro Civil A	Euro Civil A	Wrld Hist/Geo CP	
Business Ed/Art/State Requirements									
Villalobos, Angel	609		Intro Microsoft	Intro Microsoft	Intro Microsoft	Intro Microsoft	Intro Microsoft	Intro Microsoft	
Coronado, Ronnie	611		MIS 2000/Bus. Management	Multimedia I	Multimedia I		Multimedia II	Business Mgt II	
Ericsson, Stacey	501		Art App.	Art App.	Art App.	Art App.	Music	Art App.	
Arthur, Steven	301		Health	Health	Health	Health		Health	
Physical Education									
Quintanar, Luis	Gym			Coed PE 9	Coed PE 9	Coed PE 9	Coed PE 10-12	Coed PE 10-12	
Salinas, Roxanne	Gym		Coed PE 9		Coed PE 10-12	Coed PE 10-12	Coed PE 10-12	Coed PE 9	
Maxedon, Brian	Gym		Coed PE 10-12	Coed PE 10-12	Coed PE 9	Coed PE 9	Coed PE 9		
Intervention/Industrial Arts									
Salinas, Samuel	606		Wt. Train.	Intervention	Intervention	Intervention	Intervention	Coed PE 10-12	
Andersen, Jens	505		Intervention	Building Skills	Building Skills	Building Skills	Arch/Tech Drafting		
Ramírez, Jorge	507		Welding III	Welding III	Welding I	Welding II	Welding III	Welding III	
Special Education									
Anfoso, Chris			Co-Teaching 311	Learning Center	Co-Teaching 204	Co-Teaching 201	Learning Center	Credit Recovery	Credit Recovery
Buchanan, Angelica	213		Co-Teaching 209	Co-Teaching 201	Co-Teaching 205		Learning Center	Yearbook	
DeSantiago, Kimberly			Learning Center		Co-Teaching 303	Co-Teaching 306	Co-Teaching 311	Learning Center	
Fragoso, Jacob	607		PAVE 1-A	PAVE 1-A	PAVE 1-A	PAVE 1-A	PAVE 1-A	PAVE 1-A	
Leynes, Roden	101		Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	
Mendoza, Joshua				Co-Teaching 204	Learning Center	Learning Center	Co-Teaching 201	Co-Teaching Math	
Sanchez, Deanne	106		Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	
Winders, Paige	102		Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	
Wood, Lynne	103		Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	Bas Skills Tran SE-3	
Band/ASB									
Booc, Marlex	Choir		Varsity Band I/II/III/IV	Choir	Advance Choir	Advance Choir	Cont Music Per 1	Cont Music Per II	
Medina, Antonio	ASB			ASB	Leadership	ASB	ASB	ELD Program Specialist	ELD Program Specialist
Tam, Charles	502						Comm In Health/Med Law &Ethic/Med Ass. I	Health Careers	

XI: Appendix F: Professional Development Plan

Robert F. Kennedy High School's Professional Development Plan can be found linked here:
[Robert F. Kennedy High School PD Plan](#)

XII: Appendix G: Social Media

The details for Robert F. Kennedy High School's official social media platforms can be found below.

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