

Mid-cycle Visiting Committee Summary Report

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

ROBERT F. KENNEDY HIGH SCHOOL

1401 Hiatt Ave.

Delano, CA 93215

Delano Joint Union High School District

February 26 - 28, 2018

February 3, 2021

Visiting Committee Members

Karen Brisley, Chairperson
Assistant Principal, Pomona High School

Alex Moreland
Pathway Coordinator, Juan Rodriguez Cabrillo High School

SUMMARY

Include:

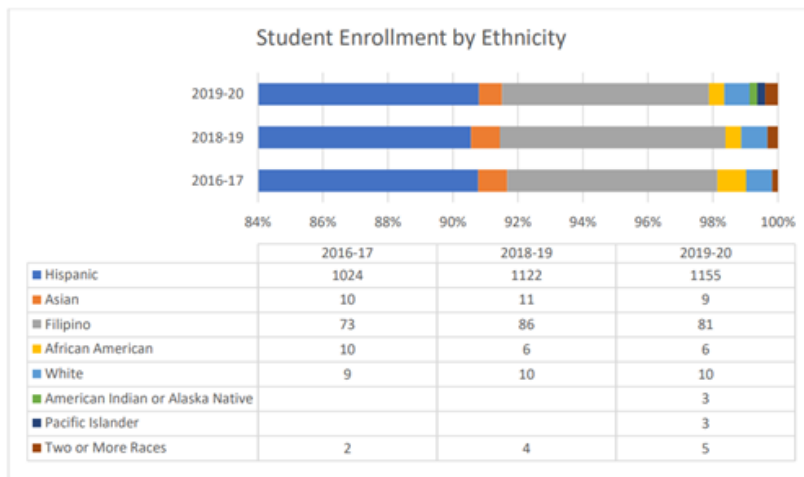
- General comments about the school, including summary of achievement data
- Significant changes and/or developments and their impact on the school
- School’s follow-up process and process used to prepare the mid-cycle report
- Summary of progress on action plan that addresses student and school needs and critical areas for follow-up (growth areas for continuous improvement) and impact on student learning.

General comments about the school, including summary of achievement data

Robert F. Kennedy High School is located on the west side of Delano which is part of the southern central San Joaquin Valley. It covers parts of southern Tulare County and northern Kern County. It is one of three comprehensive high schools in the Delano Joint Union High School District (DJUHSD). Robert F Kennedy High School opened on August 13, 2008.

The community is agriculturally based and it’s economy is affected by seasonal work leading to many families struggling financially. The community has a diverse population consisting of Hispanic/Latino, Filipino, Black, Arabic, and Caucasian. The population is 71.5% Hispanic/Latino, 12.7% Asian and other groups make up the 15.8% remaining. Slightly over half of the 25 years and up population have graduated from high school and a small number (7%) have earned a bachelor’s degree or higher.

Student demographics is as follows:



ROBERT F. KENNEDY HIGH

Student Population

Explore information about this school's student population.

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Enrollment

1,272

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Socioeconomically Disadvantaged

93.7%

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English Learners

28.1%

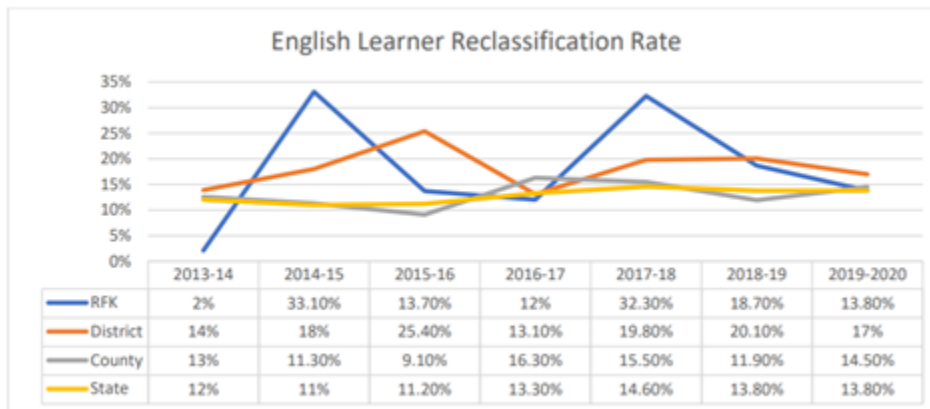
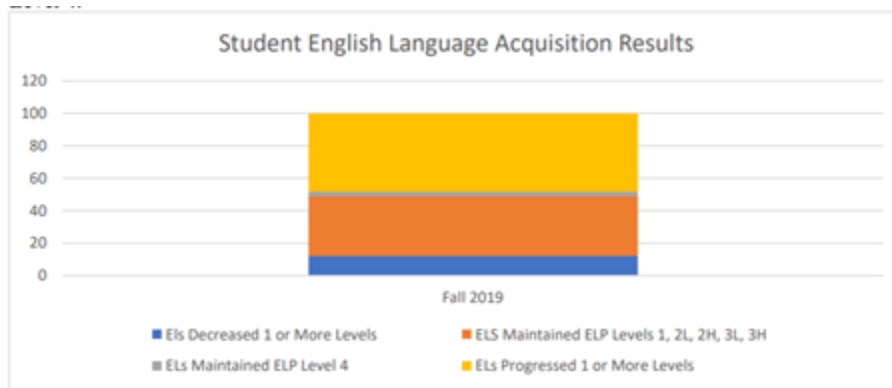
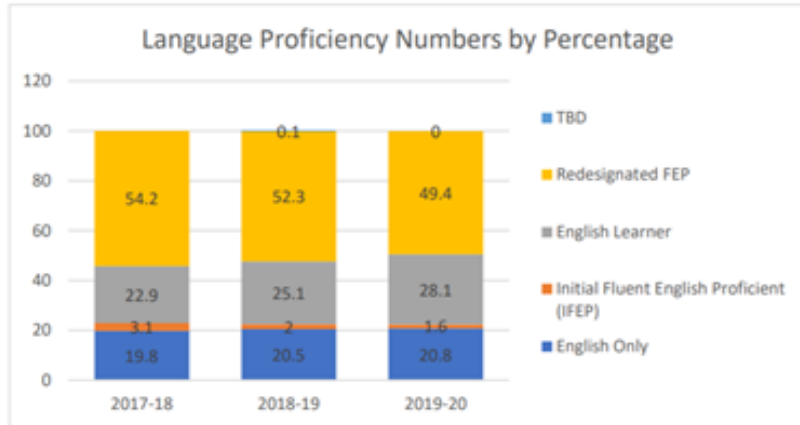
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Foster Youth

0.5%

Details on English Learners:

During the 2019-2020 school year, RFK High School had 358 English Learners. 92.46% or 331 of them were Spanish speakers. Details for RFK High School is as follows:

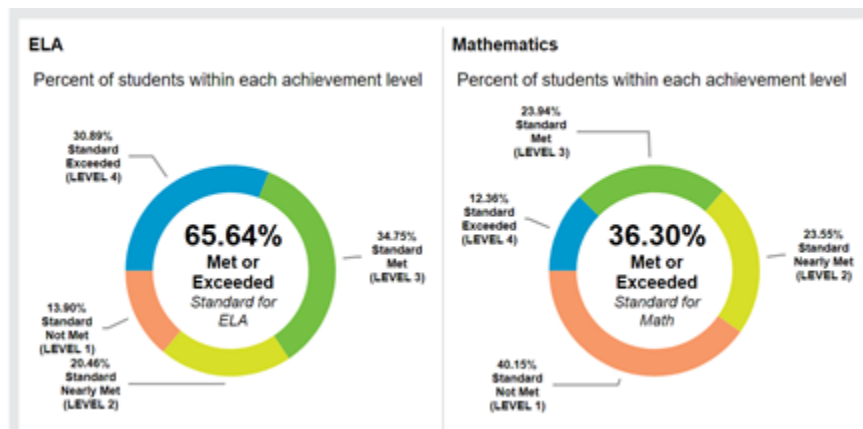


RFK High School serves students in grades 9th to 12th who are primarily Hispanic and Asian. It was reported that 93.7% of the students are from a low socioeconomic background and more than 90% of the students qualify for the free and reduced lunch program. From the 2013-2014 school year, the enrollment has increased from just under 1000 to just over 1300.

The staff is currently composed of 56 teachers, 5 counselors, 4 administrators, 1 SRO, and 55 classified staff. Many of the staff are from the community, including graduates from RFK high school, but a large number of the teaching staff commutes from surrounding communities. Fifty-seven percent of the teaching staff is Hispanic with the next largest group is White, 21%. The teaching staff this year has 43 fully credentialed and 12 are working as interns. The turnover of teachers is due to teachers finding positions closer to home, being promoted, or not finishing the required testing needed to complete their credential.

In 2018-2019, RFK added a 4th counselor so that each counselor could take one grade level and follow that group to graduation to build relationships with the students. During the same year, they hired an intervention counselor.

Teachers rely on both district and subject specific summative and formative assessments to better prepare students for achievement. In both English Language Arts and Mathematics, student performance has increased in the exceeds standard. In ELA over 65% of the students met or exceeded standards and in mathematics over 36% of the students met or exceeded standards. There is no data for the 2019-2020 year due to no testing because of the pandemic. CAASPP student performance data is as follows:



Significant changes and/or developments and their impact on the school

There have been changes and developments at the school site. These changes include: the addition of an intervention counselor who supports students dealing with issues like substance abuse and bullying; modifications to their ELD program so that all ELs have both Designated and Integrated ELD instruction; and the COVID-19 shutdown which forced the school to adapt to a distance learning model of instruction. Despite the challenges associated with distance learning, all of these changes have positively impacted the school and student learning.

Intervention Counselor

In 2018-2019, DJUHSD provided Kennedy with an Intervention Counselor. The counselor's primary role is to support students that are dealing with substance abuse issues as well as bullying. The Intervention Counselor arranges for guest speakers and presentations on the topics of bullying and substance abuse. She also works with groups of students who are dealing with

substance abuse or anger issues. Additionally, students who are found under the influence or with drug paraphernalia are required to complete 15 sessions with the Intervention Counselor.

ELD Program Changes

In November 2019, as part of the Federal Program Monitoring (FPM), it was discovered that DJUHSD's ELs who weren't being placed in ELD Designated classes after exiting the Emerging level classes. During the 2019-2020 school year, a dual enrollment elective course was replaced with an ELD Bridging Reading course, which is the designated ELD course for L2-L4 ELs and helps these students develop their English language skills in reading, writing, listening, and speaking. Since then, the master schedule has been adjusted so that all ELs have Designated and Integrated ELD instruction. Even during distance learning, the ELD department continues to use a variety of pedagogical tools to teach and monitor students' progress and they've also notified all teachers about their EL students so that appropriate accommodations can be implemented. Additionally, the Designated ELD classes' pacing guides have been adjusted to compensate for distance learning.

COVID-19 Shutdown

Due to the COVID-19 pandemic, Kennedy's campus closed on March 18, 2020. Initially, students were given packets of review work but once it became evident that the shutdown would last longer, the school began transitioning to distance learning. Students were provided with laptops and hot spots and most classes moved to the Edgenuity platform. The school also implemented a "hold harmless" grading policy which meant that students either earned credit/no credit or a passing letter grade. Before the start of the 2020-2021 school year, DJUHSD transitioned from Edgenuity, adopted the Canvas LMS, and transitioned to a block schedule with three alternating periods meeting for 90 minutes each per day. The new block schedule has also allowed for 2 ¼ hours of daily time for teacher collaboration, parent contact, professional development, IEPs, etc. Additional technology has been purchased and distributed to students resulting in the school being one-to-one. The COVID-19 shutdown and transition to distance learning has resulted in a greater focus on professional development and technology.

School's follow-up process and process used to prepare the mid-cycle report

In order to prepare and implement ongoing school improvement, RFK included feedback and insight from staff (administrative, certificated, and classified) as well as parents/guardians and students. At the start of every school year, Administration shares student achievement data with each department so they are able to offer their input. The next step involves various faculty members collaborating and developing new goals for the year, which department chairs discuss with the Administration to determine the allocation of resources. Once the SPSA is drafted, it is presented to various groups of stakeholders for feedback. Once the School Site Council finishes reviewing the SPSA, it is submitted to the Governing Board for their approval.

Rather than revisiting the WASC process every three years, Kennedy has worked on their progress report every year. Every year, the WASC team and Administration discuss progress towards meeting SPSA goals and the WASC critical area. Evidence and data are collected and stakeholders review it and provide feedback. They also held multiple schoolwide meetings and conducted multiple staff, student, and parent surveys. The current progress report was reviewed by staff to solicit any additional feedback.

In working towards completing the Mid-Cycle Report, there was an explicit effort to make the self-study as transparent and collaborative as possible. The site WASC team met with

administration throughout the year to discuss progress on SPSA goals and WASC critical areas. The WASC team worked collaboratively with department leaders, certificated and classified staff to collect evidence and data as well as feedback on the report. Feedback was collected through surveys with staff, students and parents and schoolwide meetings regarding WASC. The WASC team shared findings and updates on a yearly basis.

Summary of progress on action plan that addresses student and school needs and critical areas for follow-up (growth areas for continuous improvement) and impact on student learning.

The 2018 WASC visiting committee identified three critical areas for follow-up. Details on the progress of the critical areas for follow up are described below.

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

Prior to COVID-19, professional development and collaboration was held every other Wednesday for the first 2 hours. The focus was on technology and developing PLC's in partnership with Solution Tree. Due to the pandemic, the school year started with distance learning using a block schedule where students start at 9:56 am. From 7:40 am to 9:56 am, teachers have the opportunity to collaborate, contact parents and work with students. This took the place of the late start Wednesdays. The partnership with Solution Tree is on hold. With distance learning, the focus of RFK's professional development has been on the use of such platforms as Microsoft Office Suite Programs, Illuminate, Zoom, Google and Canvas. Also using software such as edgenuity. While observing in classes, you can see how comfortable the staff is with the usage of any of these platforms and software.

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

With the transition to distance learning, RFK provided 1200 laptops and 375 hot spots to students. The teaching staff moved to edgenuity in the distance learning classroom as well as using Zoom and Teams. Staff is using interactive whiteboards to demonstrate the "how to" especially in mathematics. The district provided surface pros to the staff to better facilitate the use of technology. Additional WIFI was purchased for classrooms to provide connectivity needed.

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

Before the Pandemic, parents were encouraged to come to the school and be involved and participate in school activities. Even though communication was happening before the Pandemic, additional communication methods were used to reach out to parents. The school reached out to parents by email, Aeries parent portal, newsletters, social media and phone calls. Parents felt since distance learning, the school went above and beyond to communicate with them, the community, and the students.

Teachers and Counselors reach out to students by providing after school help with class work, emails, phone calls, and social media. Students stated that teachers and counselors are always there to help, they check to see if we are ok. They even respond after school. There is an Instagram account that provides everyday quotes to motivate and encourage students.

The visiting committee recognizes the progress Robert F Kennedy High School has made on the critical areas for follow up and encourages the school to continue focusing on these currently identified areas.

The evidence continues to support the growth that is seen by all stakeholders in spite of the Pandemic, the closure of the campus and the use of distance learning. The values and commitment of RFK leadership, staff, and teachers, as well as students, parents and community stakeholders represents an exciting opportunity for them to continue positively impacting student achievement and academic readiness in a safe and nurturing environment.

The Robert F Kennedy High School Single Plan for Student Achievement (SPSA) reflects the changes to appropriately meet the needs of the population they serve. The goals set forth and analyzed in the SPSA are suited to ensure the further success of RFK and align with the goals in the LCAP plan for Delano Joint Union High School District.

The school creates an atmosphere of success whether they are on campus or not. Staff, students, and parents form a relationship to support student success. Even without being physically on the campus, you could sense a family type atmosphere where staff and students know each other and what needs to be accomplished. Staff are helpful to all students. Teachers are willing to work with students even after school to ensure student success.

Schoolwide Strengths

1. School culture. Relationship between staff. Pride in the community and school.
2. The technology proficiency of the staff. Usage of CANVAS, ZOOM, Teams, Edgenuity, pear deck, interactive whiteboards, Microsoft Office, Google, etc.
3. The collaboration time allowed everyday for staff to work on technology, helping students, and communicating with stakeholders.

Growth Areas for Continuous Improvement: The visiting committee concurs with the school's identified areas for growth:

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

Additional Areas for Growth:

1. none