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ROBERT F. KENNEDY HIGH SCHOOL

SELF-STUDY REPORT

1401 Hiett Avenue
Delano, CA 93215

Delano Joint Union High School District

February 26 – 28, 2018

ACS WASC/CDE Focus on Learning Accreditation Manual,

2017 Edition

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Curriculum & Instruction

Mr. Les Lucas, Jr.
Discipline & Safety

Mr. "Pat" Grant Snyder
Student Services

From left to right: Mr. Les Lucas, Jr.; Mr. "Pat" Grant Snyder; Mr. Raudel Rojas; Mr. Nagib Obeid

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"Only those who dare to fail greatly can ever achieve greatly."
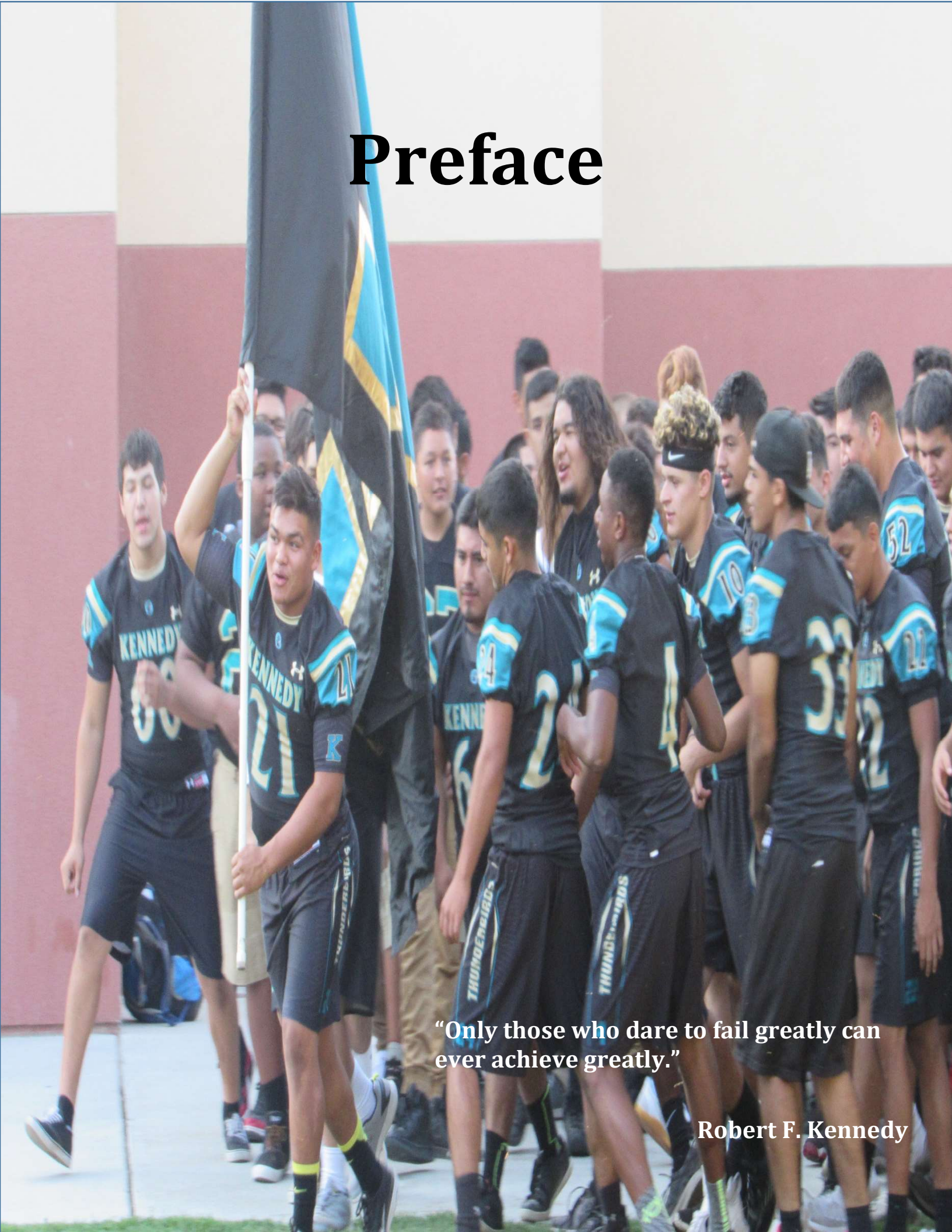
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Preface

Robert F. Kennedy High School worked to involve all stakeholders in collaborating at all stages of the self-study process. At the beginning of the 2016-2017 school year, the WASC FOL Chair (the Self-Study Coordinator), WASC team, and administration worked together to establish a timeline of tasks and activities to be completed for the self-study process. Included in this timeline were four focus group meetings, scheduled during Kennedy's late start time, for the 2016-2017 school year and one schoolwide meeting and two focus groups during the fall semester of the 2017-2018 school year. The WASC Self-Study Coordinator placed all staff (certificated, classified, and administrative) in focus groups. At each focus group meeting, the chair worked with ASB, Athletics, and teachers to select a different group of students to invite and include in the self-study process. Kennedy staff also reached out to parents for participation in focus groups through all-calls and personal invitations, although only a few parents were able to participate. In response to limited parent participation, Kennedy's WASC team held an evening parent only Focus Group during the first week of October. Even then, few parents showed up to participate.

To involve even more students in the self-study process and to ensure students were representative of Kennedy's entire student body, Kennedy's WASC team held an all-student focus group during the lunch periods. This meeting took place on the day of the evening parent meeting. To help guarantee students were representative, Kennedy's English teachers selected students for this meeting, ensuring to include students from all grade levels, all achievement levels, and significant subgroups.

As a method of gathering data and evidence, and as a method of further involving staff in the self-study process, Kennedy implemented a classroom "snapshot" activity in which all certificated staff visited two to three teachers of their choosing and took anonymous notes about instructional practices, curriculum used, classroom environment, and student-teacher interactions. Kennedy implemented a trial run of the "snapshots" in early spring 2017 before having all certificated staff participate in a second round mid-spring 2017. The WASC team provided staff with a checklist and note-taking organizer to help guide staff in their "snapshots."

All staff participated in a third set of "snapshots" in fall 2017. The process for the third round of snapshots differed slightly from the earlier snapshots. The WASC team modified the checklist/note form to more directly target self-study evidence needs. The administration and Self-Study Coordinator also worked together to ensure all teachers had visits and no one teacher had significantly more visits than others. Instead of visiting two to three teachers of their choosing, teachers visited one teacher of their choosing; the self-study coordinator and administration selected and assigned the second teacher.

In WASC team meetings from as early as 2015-2016, Kennedy's staff realized that the ESLRs needed revision. The ESLR revision process took place early 2016-2017 with the assistance of the entire staff who participated in discussions of skills they believe are necessary for students to succeed post-high-school, in consideration of academic standards, and in reflection of school

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programs.

Part of Kennedy's annual process for developing the Single Plan for Student SPSA is to have department chairs meet with their departments early in the year to discuss current assessment data and set departmental goals for the school year. Assessment and program data, including the entirety of the school profile, has been made available and presented to staff during late start meetings, department meetings, and focus groups. This data has been essential as part of the discussion that led to the development of and reinforcement of Kennedy's tentative critical learner needs and overall areas of growth. As new data becomes available, departments meet to evaluate and discuss the implications of that data for curriculum, instruction, further assessment, and the goals laid out in the SPSA. This ongoing process coupled with the annual process of establishing goals for the SPSA is critical in allowing Robert F. Kennedy High School to evaluate the implementation of the SPSA and monitor the success the plan.

Chapter I: Progress Report

"The great thing in the world is not so much where we stand, as in what direction we are moving."

Oliver Wendell Holmes

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Chapter I: Progress Report

Significant Developments:

Over the last six years, Robert F. Kennedy High School has grown, evolved, and adapted in response to changing educational mandates, community needs, and student needs. Kennedy's most significant developments have been with personnel, school schedule, and school program.

Staffing Changes:

Administrative Changes

Kennedy's administrative organization was restructured. During 2013, The Learning Director and Athletic Director positions were re-designated as Assistant Principal, giving Kennedy a total of three Assistant Principals. Learning Director became Assistant Principal of Curriculum and Instruction, and Athletics Director became Assistant Principal of Student Support, tasked with overseeing both facilities and athletics.

Kennedy has had some administrative turnover and several significant administration personnel changes, including two Principal changes and several Assistant Principal changes. Both of Kennedy's previous principals now hold associate (Mr. Jason Garcia) and assistant (Mrs. Adeledia Cervantes Ramos) superintendent positions. Only one of Kennedy's administrators from our previous self-study remains (Mr. Les Lucas), and he has taken a different position in the office; he was formerly the Athletics Director and is now the Assistant Principal of Discipline and Attendance. Since our previous self-study, the Assistant Principal of Curriculum and Instruction position (Learning Director) has been filled by six different individuals, one of whom is now Kennedy's current Principal (Mr. Raudel Rojas). With his experience as a Learning Director at Cesar Chavez and Robert F. Kennedy, Mr. Rojas has been able to provide stability and support to the Assistant Principal of Curriculum and Instruction position.

While Kennedy has had many administrative personnel changes, most of these reflect District changes and restructuring. Additionally, in 2015 the District's Superintendent (Rosalina Rivera) left to assume the Superintendent position at the Elementary District. Many District and School administrators followed her over, creating a vacuum in our District.

Other Staff Changes

In 2013, Kennedy added a fulltime school resources officer (SRO), contracted from the Delano Police Department. This addition to the campus has helped address and improve safety and security concerns.

In 2014, Kennedy added a certificated position to the front office: Local and State Assessment (LSA) Coordinator. The LSA Coordinator, under the supervision and direction of the principal, implements local and state assessment programs, including the California English Language Development Test (CELDT), English Language Proficiency Assessment of California (ELPAC), and California Assessments of Student Performance and Progress (CAASPP) and other school programs as directed. The LSA Coordinator additionally oversees the English Language

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Learner (ELL) population at Kennedy, ensuring proper placement and working on annual re-evaluations; the LSA Coordinator tests incoming students for English fluency to determine appropriate placement and then monitor those students. Since its addition four years ago, unfortunately, the LSA coordinator position has been filled with someone new every year and has lacked the continuity to implement a consistent data protocol.

In 2016, the Student Affairs position was restructured and retitled to Campus Discipline and Safety Liaison. In 2017, the number of Campus and Discipline Safety Liaisons reduced from two to one.

Also, in 2017, Kennedy added a new half-FTE counseling position to work with freshmen.

Scheduling Changes and Teacher Collaboration:
Collaboration Cohort Time:
School scheduling at Kennedy has undergone a significant change in response to district and teacher needs. At the start of the 2013-2014 school year, the district implemented a new schedule with a student late-start integrated on Wednesdays, allowing for meetings and teacher collaboration. While Kennedy does not have true PLCs, Kennedy's teaching staff collaborate and work together in many ways similar to the traditional PLC system. Kennedy's faculty meet together to collaborate on curriculum, instruction, and best practices with a focus on learning. They work collectively together to analyze data and related portions of the school program to continuously improve curriculum, instruction, and assessment. To this end, the District and Teacher's Association worked together to draft a Memorandum of Understanding (MOU) that allows for the regular inclusion of Collaboration Cohort Time. The MOU, which the District and Teacher's Association must renegotiate each year, provides for the restructuring of the school day and instructional minutes to allow for student late-starts to allow collaboration time for staff.

Because the MOU must be renegotiated yearly, the late-start schedule has been modified some since its first implementation. Initially, the late-start was a weekly hour-delay on Wednesdays. In 2016-17, the number of late starts the District and Teacher's Association reduced the frequency of late-starts from weekly to every two-weeks and increased the delay to a two-hour delay, thus increasing the collaboration time per meeting. This restructuring occurred in direct response to teacher feedback on the effectiveness of the hour late-start.

Each school operates its late starts differently as there is no District mandated model for the collaboration time. Initially, teachers reported directly to their departments during the late-starts. Starting in 2016, Kennedy restructured its late-starts so that all teachers meet schoolwide in the cafeteria before breaking into departments and cohorts for the remainder of the morning. The inclusion of collaboration cohort time in the school day has allowed for more frequent dissemination of data and opportunities for professional development and trainings.

Special Education Department:
To comply with Federal and State guidelines requiring that a certain percentage of Special Education students must be in the Least Restrictive Environment (LRE) possible, the District has

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made significant changes to the Special Education (SPED)/Resource Specialist Program (RSP) program. As part of the District's RSP program initiative, Kennedy has begun implementing a "Hybrid Push-in Model," helping ensure that Kennedy's RSP students are participating in general education classrooms. Additionally, the RSP course *Strategic Academic Support* has been minimized, offered to those of greatest need as indicated in their IEPs. *Strategic Academic Support* provides students extra time in the day for testing, independent practice and review, and additional academic support. Kennedy has also developed a central location in which students can receive help: a Resource Room.

Hybrid Push-in Model

Perhaps the most significant change for the department has been the push-in model. Initiated in 2014-2015, the push-in model places Special Education teachers in the general education classes to co-teach and support Special Education students, providing as much instruction in the least restrictive environment as possible. The RSP Special Education teachers no longer have periods in which they have students assigned to them. Instead, they are assigned Math or English general education teachers with whom they are to collaborate and co-teach. The classes in which RSP teachers co-teach are determined based on which classes have the greatest number of students from their caseload.

This paradigm shift for the department is part of a four-year transition plan intended to ensure equal access to Common-Core-State-Standards-aligned curriculum, to increase graduation rates, and to provide immediate reinforcement of instruction, intervention, and re-teaching.

This transition has been a significant one that the department has worked hard toward implementing; however, lack of training and familiarity with co-teaching by both the Special Education and general education teachers has presented difficulties in implementation across the District. Nevertheless, the District is continually evaluating the program and adjusting its implementation by pulling back in *Strategic Support Classes* and making efforts to train and familiarize teachers with the model thus working toward full implementation of the program. Kennedy's administration has also been working to address the difficulties and complications that have arisen through the transition to this approach by providing opportunities for training and collaboration.

The Resource Room

Since 2014-2015, the Special Education department has made available for its students a Resource Room. The Resource Room, located in Mod-2 (between the 200 and 300 buildings), is a dedicated room that is a central location at which Special Education students may receive academic support. There, students may test in small groups, receive one-on-one academic instruction, and receive academic support for core classes of Math and English, computer literacy, health, science, and social science classes. Students may also receive support and assistance for class projects, research assignments, and essay assignments.

Towards No Drug Abuse (TND) Program

This program, integrated into the Health class, is a drug, alcohol, and tobacco prevention program developed by USC. Kennedy first started it in Spring 2016. It contains twelve class

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sessions that address different topics like stereotypes, myths, various drugs, and goal setting. Students experience these topics through role play, individual practice, and games.

Course Offering Changes:
Since the previous WASC visit, Kennedy relabeled courses and expanded its course offerings. Through these course revisions and additions, Kennedy has increased and improved articulation of its college and career readiness pathways.

CTE Pathways
Since our previous WASC visit, Kennedy has expanded its CTE pathways to include a total of 10 pathways: Performing Arts, Education, Engineering Technology, Software and Systems Development, Business Management, Residential and Commerical Construction, Architectural Design, Welding and Materials Joining, Patient Care, and Legal Practice. In 2014-2015, Kennedy refined its CTE pathways, changing many course names and increasing course offerings. Kennedy intends to continue expanding and refining its pathways with a goal of reaching 100% of student enrollment participating in a CTE pathway by the graduation of the 2019-2020 class.

Dual-enrollment Courses
Kennedy has partnered up with Bakersfield College, Cerro Coso College, and California State University, Bakersfield to offer several dual-enrollment courses. The 2016-2017 school year was Kennedy's first with substantial dual-enrollment courses. Through the dual-enrollment program, students take classes during the school day with authorized teachers and can earn both high school and college credit. As is procedure in college, students who are struggling or at risk of failing can drop the college portion of the class; in many of the courses, students may continue to earn high school credit. Except for the Student Development course, dual-enrollment offerings are limited based on the qualifications of Kennedy's current teaching staff. Bakersfield College does not require staff to have a Master's Degree to teach the student development course.

Currently, Kennedy offers the following dual-enrollment courses:
- Introduction to the Welding Process (Weld B1B)
- Shielded Metal Arc Welding I (Weld B53A)
- Shielded Metal Arc Welding II (Weld B53B)
- Expository Composition (English B1A)
- B3 Career, Life, and Educational Planning (STDV)
- Elementary Spanish I (Spanish B1A)
- History of the United States (History 17A)
- History of the United States since 1870 (History 17B)
- Communication in Healthcare (HCRS C130)
- Medical Law & Ethics (HCRS C131)

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- Electronic Health Records (HCRS C132)
- Medical Terminology Meds (B60)
- Business Management I (MIS 2000 & BA 1008)
- Basic Electronics (DC & AC) (ELETB 1)

Pre-AP
As of the 2013-2014 school year, all Honors titled classes, excepting Chemistry, have been renamed Pre-AP to better align with UC recognition of honors level courses and to define a pathway into the AP classes more clearly.

Intervention Class
Beginning Spring 2014, Kennedy has implemented an intervention class for at-risk students. Aimed at students who may lack study skills, have disciplinary issues, and are academically behind, the intervention class seeks to help students holistically improve while providing them with the opportunity to recover deficient credits using *Edgenuity* (adopted in 2016, replacing *A+*). Students learn how to develop their character talents, how to make better decisions, and how to have good study habits. The goal of this class is to help support students so that upon exiting the course they are empowered to succeed.

Applied Math
Beginning 2014-2015, junior students who struggle with mathematics take *Applied Mathematics*. This course, which meets UC a-g elective requirements, is intended as a support class for students to take while enrolled in Algebra II or Advanced Algebra I. In addition to receiving needed support, students enrolled in this course are prepared for the CAASPP common core test. Covering arithmetic, algebra, geometry, and trigonometry topics, this course prepares students to take Geometry or Algebra II as seniors and provides a mathematical background that allows students to succeed at the college level.

Student Development and Career Writing
While not an entirely new course, *Career Writing* has been offered since the 2014-2015 school year. Formerly *Beginning Grammar and Writing,* the course was restructured to include *Focus on Freshmen*, *Career Choices,* and Common-Core-aligned writing curriculum. It was then further restructured as part of the new dual-enrollment program. In one semester, entering freshman take the *Career Choices* portion of the class (Dual-enrollment: Career, Life, and Educational Planning). The other semester is a writing class meant to support students in their core English classes while allowing students to continue exploring topics from the previous semester.

Silkscreen
Beginning 2014-2015, students can now enroll in *Silkscreen*. Covering how to use Ryonet hot press machine for the production and sale of merchandise, this course is designed to help students gain valuable experience and learn useful skills applicable in the real world for a variety of careers such as Skateboard Designer, Graphic Designer, T-Shirt Designer, Illustrator, or

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Pattern Designer.

Eighth Grade Classes

Beginning in the 2014-2015 school year, Kennedy has partnered with Almond Tree Middle School and Pioneer School to offer eighth graders the opportunity to work ahead on their high school classes. These students, accompanied by their middle school teacher, attend class at Kennedy for one period daily, and they receive instruction from one of Kennedy's teachers.

DJUHSD agreements with the elementary District determine which course Kennedy offers eight-grade students. Each school site within DJUHSD offers different courses. From 2014-15 to 2016-17, Kennedy offered Biology; for the current school year, Kennedy offers Computer Literacy. This year, students are not accompanied by their middle school teacher, as the course is offered 0 period before the school day begins.

Delano Elementary School District Articulation Agreement

Since the 2014-15 school year, DJUHSD has had an Algebra I MOU with the Delano Elementary School District which allows their top students who earn a C or better in Algebra I in Middle School to earn Algebra I High School credit.

Textbook Adoptions & Curriculum Changes:

English Department

Listenwise

To address greater focus in the Common Core State Standards on listening, the English department adopted and integrated *Listenwise* lessons into its curriculum. *Listenwise*, which is a yearly subscription service, has a bank of audio lessons based on NPR audio clips. These lessons require students to exercise careful, critical listening skills.

Pearson myPerspectives

Over the course of the 2015-16 school year, the District's English departments evaluated and piloted new curriculums aligned to the Common Core Standards. At the end of that process, the District entered into a 9-year adoption agreement with Pearson Education for its *myPerspectives* curriculum. Beginning with the 2016-17 school year, Kennedy's English 9–11 core English now use *myPerspectives*. English 12 still uses Expository Reading & Writing Course (ERWC) curriculum.

The new curriculum differs fundamentally from the previously adopted Holt curriculum in that the program offers consumable textbooks and a fully functional online digital component rather than a traditional multi-use textbook; all features of the consumable textbooks are available in the digital platform. While Kennedy has no requirement for how teachers use the online components, many English teachers have begun to integrate some of the online activities, assessments and interactive textbooks. Recent purchases of laptops and other technology make it likely that the department will shift more to the digital platform.

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ELD Department
English in Action and *Grammar in Context*
In 2012 the ELD department won a grant from the local Wonderful Agriculture company, allowing the department to purchase the *English in Action.* In May 2013, the principal allocated money for the ELD department to buy *Grammar in Context* textbooks. The Conversation Vocabulary Spelling (CVS) ELD class uses *English in Action* book, and the Grammar & Writing ELD class, *Grammar in Context*.

These new resources helped Kennedy's EL students perform very well on the 2012-2014 CELDT tests. In fact, Kennedy's students performed better on the 2013-14 CELDT in comparison to its sister schools DHS and CCHS. To recognize these students' significant efforts, the ELD Department Chair requested, and was granted in 2013 a field trip to California Polytechnic (CalPoly) University of San Luis Obispo and the beach, and in 2014 an incentive pizza party to reward EL students who met their CELDT goals.

Edge
In 2014 the school board approved and adopted Hampton-Brown's *Edge* textbooks for use in the ELD classes. This new curriculum was adopted in response to the Common Core transition. *Edge* is an interactive curriculum scaffolded to assist students as they build reading, writing, and language skills. *Edge* is a core Reading/Language Arts program designed for students reading below grade level. Aligned to the 9-10 English Language Art Common Core standards, the program prepares students for success on exit exams and moves them to graduation and a promising future. Based on content that is both motivating and relevant, essential questions and literature that connects to the real world drives the curriculum. Each unit is structured around individual reading strategies and contains lessons that "show" rather than "tell" and facilitate student interaction.

 Currently there are two levels of this program, which are as follows:

ELD Emerging

CVS 1st Sem.	CVS 2nd Sem.
Inside Phonics Reading for Today (Supplemental)	Edge Fundamentals

ELD Expanding

CVS 1st Sem.	CVS 2nd Sem.
Edge A	Edge A

ELD Bridging

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At the Bridging level, Kennedy ELD department also has the curriculum to prepare students for English CP course. Besides, in this class Kennedy's students receive English credit. This curriculum was used in 2016-2017 school year. However, in 2017 the number of EL students who are qualified for this program is insignificant. So, they are combined with ELD Expanding students.

CVS 1st Sem.		CVS 2nd Sem.	
Edge B	Edge B	Edge C	Edge C

Edgenuity

In 2016, the District adopted a new curriculum to replace the previously used A+ for credit recovery: *Edgenuity*. *Edgenuity* incorporates different technologies into the courses: students complete PE fitness logs, develop PowerPoint presentations, and type essays. A+ required strictly multiple choice answer responses. Unlike the former A+ program, students can access *Edgenuity* outside of the school setting on their smartphones, tablets, or computers as long they have internet access. *Edgenuity* provides a more rigorous curriculum that allows students to earn back UC a-g approved credit. Because the program is more rigorous, students take longer to complete courses. However, teachers have viewed this as an indication the program is a more valid way for students to make up courses. Despite how rigorous the program is, *Edgenuity* teachers have also seen significant improvement in student participation and progress as the school year has unfolded.

Edgenuity also allows the teachers and parents to view student progress and overall grades.

Facilities Improvements:

Since the previous WASC visit, Kennedy finished building new state-of-the-art facilities: our stadium, a second gymnasium, and the library.

Stadium & Gymnasium

In 2012 Kennedy opened the new stadium, commencing the second graduating class within. The stadium, with synthetic turf and track surfaces and ample seating, now allows Kennedy to host its own home games and track meets; prior, Kennedy's students had to play home games at one of the other District high schools. Construction was completed on Kennedy's second gymnasium at the same time as its stadium. The gymnasium has helped with scheduling conflicts and sport practices.

Library

In spring 2013 Kennedy's new library opened with nearly 20,000 titles, a large reference section, and up-to-date video technology. Designed to be reminiscent of a bookstore or coffee shop, it has an open design with booths and high tables around the perimeter in addition to traditional desks throughout the center of the room for students to utilize. For students seeking a quieter study environment, a separate quiet room is available.

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Distance Learning Classroom:
To improve offerings and better facilitate dual-enrollment courses, room 602 has been undergoing a remodel to convert the room from a traditional classroom to a distance learning classroom. Once completed, this will allow students to take dual-enrollment courses offered at different school sites, and the Distance Learning Classroom will allow Kennedy's dual-enrollment teachers to offer their courses to other school sites.

Technology Improvements:

General Improvements
Keeping up with the technological advancements and requirements of the 21st century and new Common Core Standards assessments, Kennedy has worked to improve technology accessibility on campus. One key improvement has been the installation of Wifi (wireless internet) in 2103 across campus. Additionally, LCAP funds have made it possible for Kennedy to acquire more technology; Kennedy has purchased six iPad carts and eight laptop carts for use in the classrooms. As funds become available, Kennedy purchases more to increase the availability of the laptop carts. Many of these carts have been checked out and put to use in the English classrooms, which has been a great support to the department's newly adopted *Pearson myPerspectives* curriculum.

In 2014-2015, Kennedy replaced all computers in the computer labs with new models.

Over summer in 2016, many teachers' printers were replaced with new wireless printers.

When Kennedy opened, most classrooms had a 3M projector, which allowed for some interaction with the teacher desktop. However, 3M stopped supporting the projector, and as the technology aged, the projectors needed replacing. Robert F. Kennedy High School contracted EPSON to replace the aging projectors. The EPSON projectors provide significant interactive abilities. Teachers can control their desktops from the projected image, split screens, and use digital markers and highlighters.

AERIES Parent Portal
In spring 2015, Kennedy opened up the AERIES parent portal. Through the AERIES parent portal, parents have access to their children's attendance, calendar, and grade-book summaries. In the attendance section, parents have access to overall attendance records, attendance totals (total absences, lates, and tardies), and attendance clearance codes, which indicate the reasons for absences.

In the grade-book section, parents have access to their children's overall grades, report card grades, and individual class grade-books. Based on how their children are doing in each class, the Parent Portal provides parents with a predicted grade-trend, helping parents determine how their children are performing in class, whether they are making academic gains, and whether their children are improving or declining academically. Also within the grade-book section, parents may check their children's graduation progress (units, classes, etc.) as well as access

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their children's unofficial transcripts. The calendar summary is populated based on teacher entries in the grade-book, which will allow parents to see when critical assignments are doing. Kennedy's administration has asked teachers to keep their grade books up-to-date on AERIES, updating at least every two weeks, so that parents have current and relevant information in AERIES.

Illuminate

Before 2015, the District used the Prosper system for local assessments and data analysis. In 2015, the District began to phase in a new web-based program for assessments and data analysis: Illuminate. During the 2015-16 school year, the District supported both systems, but since 2016 the District has been utilizing Illuminate only.

While the use of Illuminate varies at Kennedy, the program provides teachers the means to create and deliver assessments online and use document cameras to scan assessments. Illuminate contains a wide assortment of reports that teachers can view as they analyze student performance.

At the beginning of the 2017-2018 school year, the LSA Coordinator provided a brief training for new teachers on Illuminate and another more detailed training for lead teachers in each core department. The LSA Coordinator has also been working with departments to provide training and support in transitioning to and utilizing Illuminate on a more regular basis.

Student Support Services:

The services Kennedy offers to its students have expanded. The school provides additional social and emotional support services through referral to community agencies on the school site, such as Clinica Sierra Vista, Optimal Health, and Child Guidance. These services include intensive individual therapy and case management, grief support groups, life skills development groups, and substance abuse resistance groups. Students are identified for these services based on referrals from teachers, parents, support and discipline staff, or administrators. Additionally, students are further identified for specific services based on assessments, interviews, questionnaires, and conferences with staff and family. Staff can refer students via email and specific referral forms sent out to faculty at the beginning of the school year.

Safety:

AED Defibrillator:

As part of a District initiative, Kennedy now has 6 AEDs placed throughout the campus. During one of the Wednesday late start in Fall 2016, the nurse held a brief training and informational session to educate staff on the AED locations and protocols for using the AEDs (Code Blue). Each school year, the District nurse holds more formal CPR and AED trainings in which staff are certificated in their use. While these more formal trainings are not mandated, many staff have taken the opportunity to attend them.

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Schoolwide Critical Areas for Follow-up:

WASC Self-Study Recommendations/Critical Areas:

1. There is a need for greater involvement of teachers through explicit collaboration in the development, implementation and monitoring of your schoolwide plan for student achievement.

2. Self-Study findings indicate a need to provide time and targeted professional development for teachers and leadership to create a Common Core Transition Plan for student achievement to increase the number of students that are on the A-G track and college/career ready for post-secondary education/career pathways.

3. Provide structured time and resources for teachers to continue to develop common formative assessments to align curriculum and instruction with research based strategies and outcome goals for student achievement.

4. There is need for Cohorts and departments to use timely student achievement data (e.g. common formative assessments and teacher created unit tests) to modify classroom instruction, develop intervention lessons, and assess summative standards mastery.

5. Self-Study findings indicate a need to create, implement and monitor a parent involvement plan to further engage them in the academic programs, progress monitoring and volunteer opportunities at Kennedy High School.

WASC Mid-term Visiting Team Recommendations:
1. Add structure to the cohort planning and evaluation of the curriculum to expand common core rigor and content knowledge in all curricular areas

2. Parents should be provided with more opportunities, initiated by the school, to volunteer and to be a part of the school community

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Ongoing Follow-up Process

In the May immediately following our 2012 WASC self-study, our then Principal, Learning Director, and WASC Chair jointly revised Kennedy's schoolwide action plan. The document was rewritten to encompass the Critical Areas of Need left by our WASC visiting committee.

In the years since our self-study, Kennedy has drafted and revised the Single Plan for Student Achievement (SPSA) yearly so that it reflects goals of the WASC action plan and school goals and LEA district goals. In the 2013-2014 school year, the schoolwide action plan was revised, submitted to the School Site Council (SSC), and added as an appendix to the SPSA, preserving it as a distinct plan while simultaneously unifying it with the SPSA.

Since then, each critical area left to Kennedy on its previous visit has been embedded within the SPSA goals, either implicitly or explicitly as is appropriate to SPSA requirements.

The process for drafting the SPSA begins with the start of each school year. Administration distributes available achievement data (i.e., CAASPP, AP, CST, CAHSEE, and CELDT results) to each department. Each department then analyzes and discusses the data and its implications. From this, the department chairs, cohort lead teachers, and resource teachers 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, 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.

As part of the preparation for Kennedy's mid-cycle visit, the student/community profile and annual progress reports (along with the entirety of the mid-cycle report) were extensively discussed and reviewed by departments and in focus groups comprised of certificated, classified, and administrative staff in addition to students and parents. In other years, the student-community profile and annual progress made are reviewed and discussed within Department Chair meetings, Department meetings, School Site Council. Much of this process occurs during the annual drafting of the SPSA.

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Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Action Plan Sections or Goals

SPSA School Goal #1	Provide a high quality education to improve college readiness and proficiency or standard met levels for all learners, including English learners and foster youth, in all core academic content areas.
Related Critical Areas for Follow-up	• Critical Area #2 - Self-Study findings indicate a need to provide time and targeted professional development for teachers and leadership to create a Common Core Transition Plan for student achievement to increase the number of students that are on the A-G track and college/career ready for post-secondary education/career pathways. • Critical Area #3 - Provide structured time and resources for teachers to continue to develop common formative assessments to align curriculum and instruction with research based strategies and outcome goals for student achievement. • Critical Area #4 - There is need for Cohorts and departments to use timely student achievement data (e.g. common formative assessments and teacher created unit tests) to modify classroom instruction, develop intervention lessons, and assess summative standards mastery. • Critical Area # 5 - Self-Study findings indicate a need to create, implement and monitor a parent involvement plan to further engage them in the academic programs, progress monitoring and volunteer opportunities at Kennedy High School. • Mid-term Recommendation #1: Add structure to the cohort planning and evaluation of the curriculum to expand common core rigor and content knowledge in all curricular areas
How was the goal determined?	Site Administration, Department Leadership, and the School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students including the percentage of fully credentialed teachers, percentage of school facilities in good repair, percentage of implementation of state standards, minutes of daily EL instruction provided to ELs, CAASPP results for all students and significant subgroups, CAPA results, UC a-g and CTE completer rates, EL progress on CELDT, EL reclassification rates, AP passing rates, and ACT and SAT scores. Each department established goals for the year based on this analysis; these goals helped inform the SPSA goals.

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	This goal was also determined in consideration of the District LCAP goals and with the aim of ensuring direct alignment between the various goals and plans implemented at Robert F. Kennedy and in review of feedback from stakeholder groups during LCAP meetings, ELAC meetings, and SSC meetings.
What impact has the goal had on student learning?	This goal has helped to facilitate after-school 7th-period ELD support classes for English Learners. During Spring semester, English Learners are enrolled in an additional 7th-period support class to assist them in their language acquisition and development.
	Also to support student learning, a new ELD curriculum, EDGE, was adopted in 2014. Based on content that is both motivating and relevant, the curriculum is driven by essential questions and literature that connects to the real world. Structured around individual reading strategies, each unit contains lessons that "show" rather than "tell" and facilitate student interaction.
	This goal has allowed for teacher and staff collaboration time (late starts, pull out days, extra-duty) for curriculum development and alignment.
	This goal has also facilitated the purchase of supplemental materials and resources, such as *Listenwise*.
	Through this goal, Kennedy has also been able to offer various other supports and interventions to students: after-school tutorial, 7th-period support classes, and Saturday School.
	To support student learning and achievement, many students take additional English or Math support classes.
	In core 11th grade English and Math classes, students take practice Interim Assessment Blocks (IABs) that allow instructors to gather data regarding student achievement levels and enable them to target re-teaching and review.
To what extent have the growth targets been met over the past years?	Kennedy has met growth targets by improving English Learner progress, improving English Learner performance on CAASPP assessments, and consistently achieving high performance levels for all students on the CAASPP.
	In 2015-2016, 73.4% of ELs met the previous AMAO 1 accountability measure; dashboard data for spring 2017 indicates that the EL progress level was high (83.7%).
	Improvement in English Language proficiency crosses over to the achievement on the English and Math portions of the CAASPP, on which English learners have been performing well on. In the last three years, 23% (2015), 28 % (2016), and 33.8% (2017) of EL students met or exceeded

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	standards on the CAASPP in ELA; and 9% (2015), 3% (2016), and 13.2% (2017) of EL students met or exceeded standards on the CAASPP in Math. All students have performed well on the CAASPP, with 63% (2015), 73% (2016), 68.63 % (2017) of all students meeting or exceeding standards on the CAASPP in ELA; and 33% (2015), 40% (2016), 32.11 % (2017) of all students meeting or exceeding standards on the CAASPP in Math. Many of Kennedy's students graduate having met UC a-g requirements: 45% (2014), 44% (2015), and 44% (2016). These rates are higher than the District's, which was 40.8% in 2016 and close to the State's, which was 45.4% in 2016.

SPSA School Goal #2	Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical Education.
Related Critical Areas for Follow-up	- Critical Area #2 - Self-Study findings indicate a need to provide time and targeted professional development for teachers and leadership to create a Common Core Transition Plan for student achievement to increase the number of students that are on the A-G track and college/career ready for post-secondary education/career pathways. - Critical Area #3 - Provide structured time and resources for teachers to continue to develop common formative assessments to align curriculum and instruction with research based strategies and outcome goals for student achievement. - Critical Area #4 - There is need for Cohorts and departments to use timely student achievement data (e.g. common formative assessments and teacher created unit tests) to modify classroom instruction, develop intervention lessons, and assess summative standards mastery. - Critical Area # 5 - Self-Study findings indicate a need to create, implement and monitor a parent involvement plan to further engage them in the academic programs, progress monitoring and volunteer opportunities at Kennedy High School. - Mid-term Recommendation #1: Add structure to the cohort planning and evaluation of the curriculum to expand common core rigor and content knowledge in all curricular areas

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How was the goal determined?	Site Administration, Department Leadership, and the School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students including student achievement on the CAASPP assessments (all students and subgroups respectively), English Learner proficiency rates, CTE completion rates, CELDT performance targets, reclassification rates, AP passing rates, SAT and ACT scores, EAP college readiness rates, course access, UC a-g rates, physical fitness test results, student performance in visual and performing arts (Band, Color Guard, etc.), Mock Trial. Each department established goals for the year based on this analysis; these goals helped inform the SPSA goals. This goal was also determined in consideration of the District LCAP goals and with the aim of ensuring direct alignment between the various goals and plans implemented at Robert F. Kennedy and in consideration of feedback from stakeholder groups during LCAP meetings, ELAC meetings, and SSC meetings.
What impact has the goal had on student learning?	Kennedy now has several dual-enrollment course offerings (including Spanish) and has worked to expand its dual-enrollment access (dual-enrollment courses are available for all grade levels), and its CTE offerings (to 10 CTE pathways total). This goal has allowed for teacher and staff collaboration time (late starts, pull out days, extra-duty) for curriculum development and alignment. This goal has also facilitated the purchase of supplemental materials and resources, such as *Listenwise*. Through this goal, Kennedy has also been able to offer various other supports and interventions to students: after-school tutorial, 7th-period support classes, and Saturday School. To support student learning and achievement, many students take additional English or Math support classes. In core 11th grade English and Math classes, students take practice IABs that allow instructors to gather data regarding student achievement levels and enable them to target re-teaching and review. In spring, Kennedy has been able to offer afterschool SAT tutorials in English and Math for juniors.

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To what extent have the growth targets been met over the past years?	Kennedy has been working to improve college and career readiness. Many of Kennedy's students graduate having met UC a-g requirements: 45% (2014), 44% (2015), and 44% (2016). These rates are higher than the District's, which was 40.8% in 2016 and close to the State's, which was 45.4% in 2016. For the first reported year (and currently only year available), Kennedy had 28.1% of students indicated as Prepared on the College/Career Indicator; this is slightly higher than the District's 27%. All students have performed well on the CAASPP, with 63% (2015), 73% (2016), 68.63 % (2017) of all students meeting or exceeding standards on the CAASPP in ELA; and 33% (2015), 40% (2016), 32.11 % (2017) of all students meeting or exceeding standards on the CAASPP in Math. These rates exceed the State's rates. These percentages match The EAP college readiness rates (those college ready and conditionally ready). While AP rates are typically low and have generally declined (from 33% in 2016 to 29% in 2017), a greater number of students are participating in the AP program (163 students tested in 2015, 148 in 2016, and 220 in 2017); furthermore, the number of passing exams has increased (104 in 2015, 100 in 2016, and 112 in 2017). In particular, the number of AP Spanish exams has increased from 62 in 2015, 61 in 2016, and 72 in 2017. Physical fitness rates have declined and remain below State rates. Kennedy's physical fitness rates declined from 56.9% in 2014 to 52.4% in 2016, below the District's rate of 56.6% (2016) and the State's rate of 54.5% (2016).

SPSA School 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.
Related Critical Areas for Follow-up	• Critical Area #2 - Self-Study findings indicate a need to provide time and targeted professional development for teachers and leadership to create a Common Core Transition Plan for student achievement to increase the number of students that are on the A-G track and college/career ready for post-secondary education/career pathways. • Critical Area #3 - Provide structured time and resources for teachers to continue to develop common formative assessments to align curriculum and instruction with

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	research based strategies and outcome goals for student achievement. • Critical Area #4 - There is need for Cohorts and departments to use timely student achievement data (e.g. common formative assessments and teacher created unit tests) to modify classroom instruction, develop intervention lessons, and assess summative standards mastery. • Critical Area # 5 - Self-Study findings indicate a need to create, implement and monitor a parent involvement plan to further engage them in the academic programs, progress monitoring and volunteer opportunities at Kennedy High School. • Mid-term Recommendation #1: Add structure to the cohort planning and evaluation of the curriculum to expand common core rigor and content knowledge in all curricular areas • Mid-term Recommendation #2: Parents should be provided with more opportunities, initiated by the school, to volunteer and to be a part of the school community
How was the goal determined?	Site Administration, Department Leadership, and the School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program including percentage of fully credentialed teachers, Williams Act compliance, percentage of facilities in good repair, parental involvement and participation, attendance rates, graduation rates, dropout rates, and suspension and expulsion rates. The data used to arrive at this goal included Local and State assessment data; Parent surveys; Blackboard connect; School events such as Back to School Night, ELAC, Coffee with the Counselors, etc. Each department established goals for the year based on this analysis; these goals helped inform the SPSA goals. This goal was also determined in consideration of the District LCAP goals and with the aim of ensuring direct alignment between the various goals and plans implemented at Robert F. Kennedy and in review of feedback from stakeholder groups during LCAP meetings, ELAC meetings, and SSC meetings.
What impact has the goal had on student learning?	Robert F. Kennedy Administration and teachers realize that parental involvement is critical and has a tremendous impact on student performance. To keep parents informed, we have scheduled several parent meetings with counselors (Coffee with Counselor) throughout the year to

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	provide a variety of information such as graduation requirements, assist with FAFSA application, etc. This platform provides parents with the opportunity to ask questions regarding upcoming events and discuss concerns related to the specific school year. Also, the Aeries Parent Portal has been opened to allow parents to monitor their child's grades, attendance, graduation requirements, and transcripts. Through the introduction of the AERIES Parent and Student portals, families have had more timely access to student performance, which is essential to supporting student academic achievement. While the AERIES portals allow families to access grades more readily, Kennedy still holds teachers responsible for calling or writing parents when students are not performing to expectations. Through this goal, Kennedy has been able to offer supports and interventions to facilitate student learning: after-school tutorials and 7th periods, credit recovery classes (*Edgenuity*), intervention classes, and Saturday School. The implementation of Saturday School during the 2014-2015 school year has provided another avenue for deterring student misbehaviors and absences; students can clear unexcused absences and lates through attendance to Saturday School. Because students are expected to complete school work during Saturday School, the program has impacted student learning in addition to attendance. Students needing academic support also attend Saturday School, at their teachers' recommendations; at Saturday School, students receive the assistance of not only the Saturday School teacher but also several student tutors. When teachers assign Saturday School, they must contact parents to give them notice
To what extent have the growth targets been met over the past years?	The expulsion rates have decreased significantly over 2013-2016 from 0.42% to 0.17% and suspensions dropped from 6.2% to 1.4%; our suspension rate is now under the state's 3.7% (2016), but our expulsion rate (0.17% in 2016) is still double the state's 0.09% (2016). Furthermore, in 2015, over 50% of the students surveyed indicated that teachers do not contact parents when they are having trouble learning. The district suspension and expulsion rates need to be below state levels. Kennedy continues to monitor local and state assessment data, parent surveys, teachers' surveys, and student surveys to assist in decreasing suspension and expulsion rates and increasing graduation rates and parental involvement. Kennedy's graduation rates have remained above the State's: 94.9% in 2012, 95.8% in 2013, 92.7% in 2014, 98.2 % in 2015, and 98.7%. Dropout

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	rates have also steadily decreased from 2.8 in 2013, to 1.7 (2014), to 1.3 (2015), and to 0 in 2016.

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Critical Areas for Follow-up Not in Action Plan (SPSA)

CRITICAL AREA #1. There is a need for greater involvement of teachers through explicit collaboration in the development, implementation, and monitoring of your schoolwide plan for student achievement.

What Kennedy determined was that teachers and staff often did not know what the SPSA was or what role they had in developing and implementing the plan. In the years since Kennedy's last full self-study, administration has more clearly articulated the roles staff have in developing, implementing, and monitoring the SPSA. In Department Chair meetings at the beginning of each school year, administration discusses the SPSA and tasks each department with establishing departmental goals that become part of the plan. During these meetings, administration encourages Chairs to articulate to their departments the purpose of the departmental goals and connection of those goals to the SPSA.

Kennedy's administration and Department Chairs continue involving teachers in the schoolwide plan for student achievement by assigning roles to stakeholders. The administration and Department Chairs regularly distribute assessment data (CELDT, CAASPP, AP, EAP, FACS, etc.) to instructional staff for analysis within each department and cohort. Departments and cohorts continue meeting together on a bi-weekly basis, throughout the year. They work together not only to create Common Core Standards-based assessments but also to analyze the assessment data, determining student needs. Administration presents the drafted plan to other stakeholders through the School Site Council. The School Site Council, which consists of teachers, parents, and students, reviews the draft, offers input and approves the plan. Also, every year the School Site Council reviews, discusses, and approves the distribution of categorical funds.

As in previous school years, Kennedy's SPSA schoolwide goals also focus on increasing student achievement, improving the quality and delivery of instruction, and improving the home-school partnership. Teachers have been directly involved in the implementation and monitoring of these goals. Bi-weekly, during late-start Wednesdays, departments meet and often analyze performance data, identify general and specific areas of academic concern, and develop effective lessons based on best practice and collegial dialogue. All SPSA goals reflect the needs identified in critical area #1 through the connection between cohort and department collaborative activities (data analysis, evaluations, refinement, and alignment of curriculum with student learning needs) and continued monitoring of the SPSA to meet CCSS and CDE requirements.

To provide students more efficient access to curriculum, teachers work closely with the department chairs, counselors, and the administration. As a result, counselors have placed ELD and Special Ed. students according to their learning requirements, such as EL level and IEP. Analysis of the Incoming Freshmen Placement Test helps teachers and counselors place students in appropriate math and English courses.

CRITICAL AREA #2. Self-Study findings indicate a need to provide time and targeted professional development for teachers and leadership to create a Common Core

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Transition Plan for student achievement to increase the number of students that are on the A-G track and college/career ready for post-secondary education/career pathways.

Portions of critical area #2 from the previous full self-study are no longer addressed by the SPSA. The directive to "create a Common Core Transition" plan was a "do-it" item that was addressed and implemented in 2012-2013 with a full implementation in 2013-14. Other aspects of the aforementioned critical area are on-going and addressed within the Single School Plan.

Chapter II:
Student & Community Profile
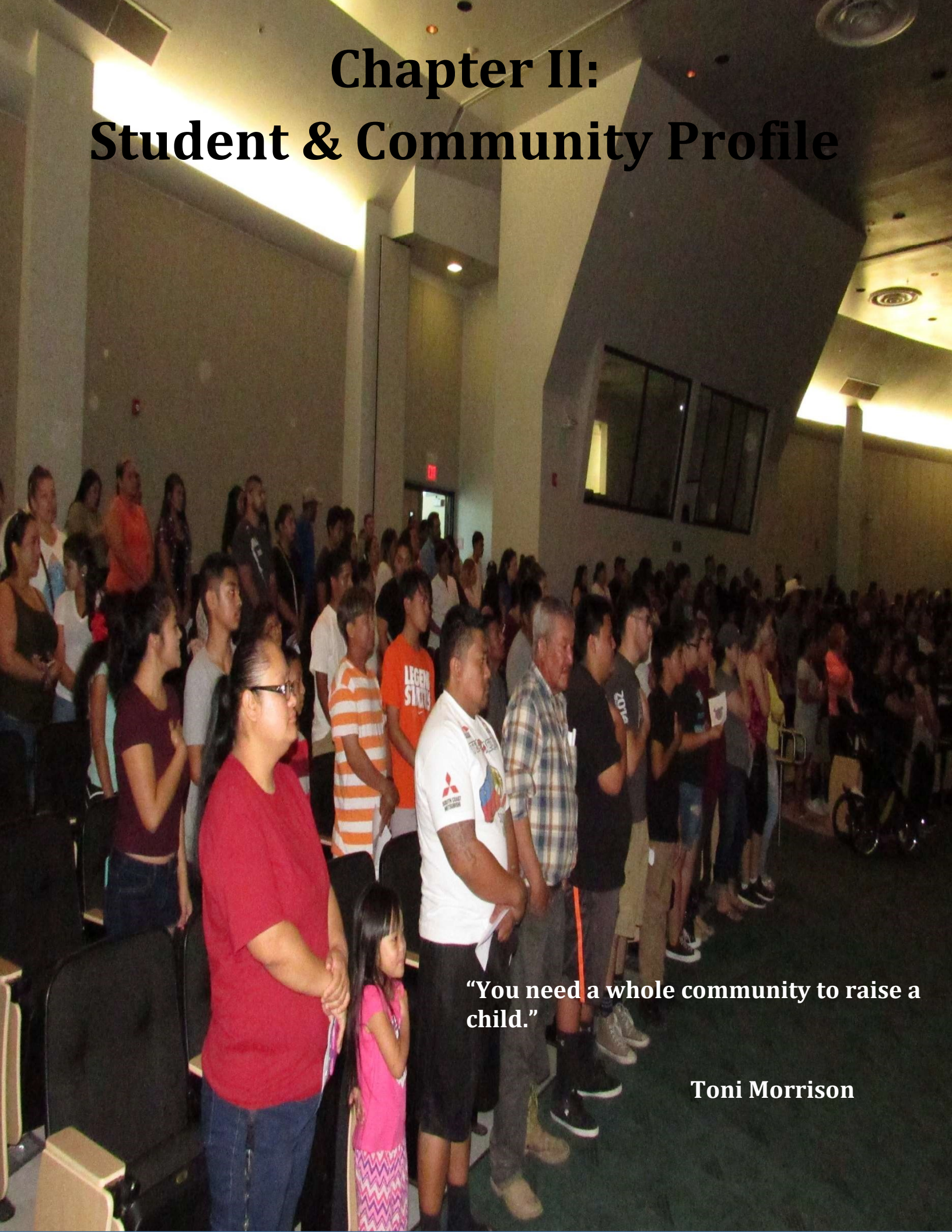
"You need a whole community to raise a child."

Toni Morrison

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Chapter II: Student/Community Profile and Supporting Data and Findings

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 April 2017, the Bureau of Labor Statistics reported the unemployment rate at 11.4% 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 the 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

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August 13, 2008.

The District and Kennedy serve 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 (some through a partnership with the North Kern Vocational Training Center), 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), campus security, secretarial staff, custodial staff, 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.

Still, the newest comprehensive high school in the District, Kennedy's campus is well designed; the exterior of its campus is constructed around a centric architectural design exclusive 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 (10 total) or iPad carts (6 total).

Highly integral to the success of Robert F. Kennedy, parents provide support and participate in Kennedy's program 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. Since the 2011-2012 school year, Kennedy has ranked 10 out of 10 in California's similar schools rankings. *U.S. News* has recognized Kennedy nationally, repeatedly awarding it with medal awards. Most recently, *U.S. News* has recognized Kennedy as a silver medal school for its 2017 school rankings; in years prior, Kennedy was recognized as a bronze medal school. In 2017 *U.S. News* awarded fewer than 30% of schools nationally with medals. Earning a silver medal places Kennedy in the top 15% of schools nationally based on student achievement on proficiency tests,

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higher performance of disadvantaged students than state averages, graduation rates that exceed national standards, and college readiness.

Staffing Description

Robert F. Kennedy High School currently employs 57 teachers, 4 counselors, 4 administrators, and 62 classified staff. The number of teachers Kennedy employs has grown over the years in accordance with growing enrollment. For the current school year, Kennedy has 56 teachers, including one teacher on a split assignment between teaching and counseling. As is true of the District, Kennedy fosters a school community of connectedness and family. For this reason, many of the teaching staff, coaching staff, and classified are former students of the school or District.
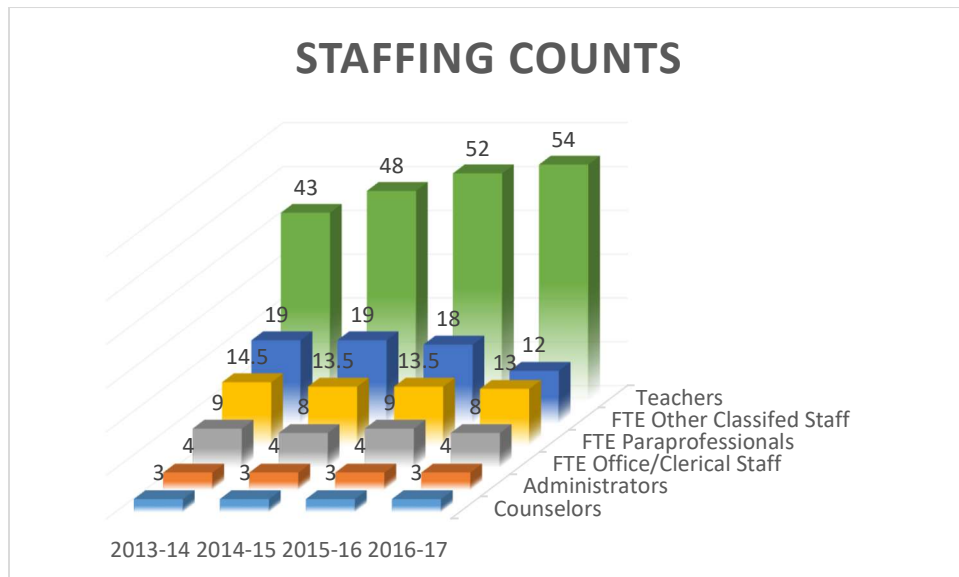
Kennedy's teaching staff is predominately Hispanic and White, with slightly more of the staff reporting as Hispanic. This reflects the community demographics. In fact, many of the teachers are graduates of the Delano Joint Union High School District.

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Certificated Staff by Ethnicity

	Hispanic	Asian	Filipino	African American	White	No Response
2014-15	22	1	2	2	19	2
2015-16	25	1	4	2	16	8
2016-17	23	1	3	2	15	13

■ 2014-15 ■ 2015-16 ■ 2016-17

Kennedy's teaching staff is comprised of more male teachers than female teachers. In the 2016-17 school year, 33 of Kennedy's 57 teachers were male and 24 were female.

CERTIFICATED STAFF BY GENDER

■ Male ■ Female ■ Total

	2014-15	2015-16	2016-17
Male	30	31	33
Female	21	25	24
Total	51	56	57

Kennedy has 3.5 academic counselors and 5 other support staff. Three fulltime counselors each are responsible for a grade (10-12). In 2017, Kennedy hired a teacher who spends three periods teaching Spanish and two periods as the ninth-grade counselor. The other three counselors assist her with ninth-grade students during the periods she is teaching.

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Academic Counselors and Other Support Staff at this School: Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.5
Counselor (Social/Behavioral or Career Development)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Nurse	1
Speech/Language/Hearing Specialist	1

Like the certificated demographics, the classified staff report primarily as Hispanic. More closely mirroring the surrounding community, other ethnicities (Filipino, White, African American) are represented in smaller proportions.
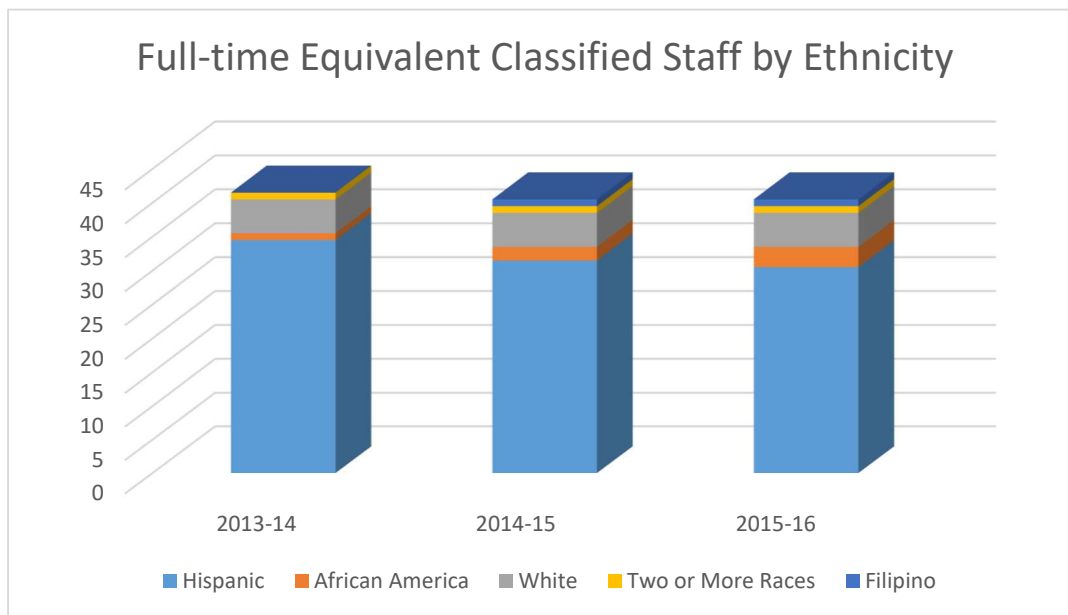
Full-time Equivalent Classified Staff by Ethnicity

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In contrast to certificated demographics, the majority of classified staff are female, not male.

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 scrapped, and in 2016-2017, staff worked together to brainstorm ideas, discuss our goals for students, and develop Kennedy's Schoolwide Student

Full-time Equivalent Classified Staff by Gender
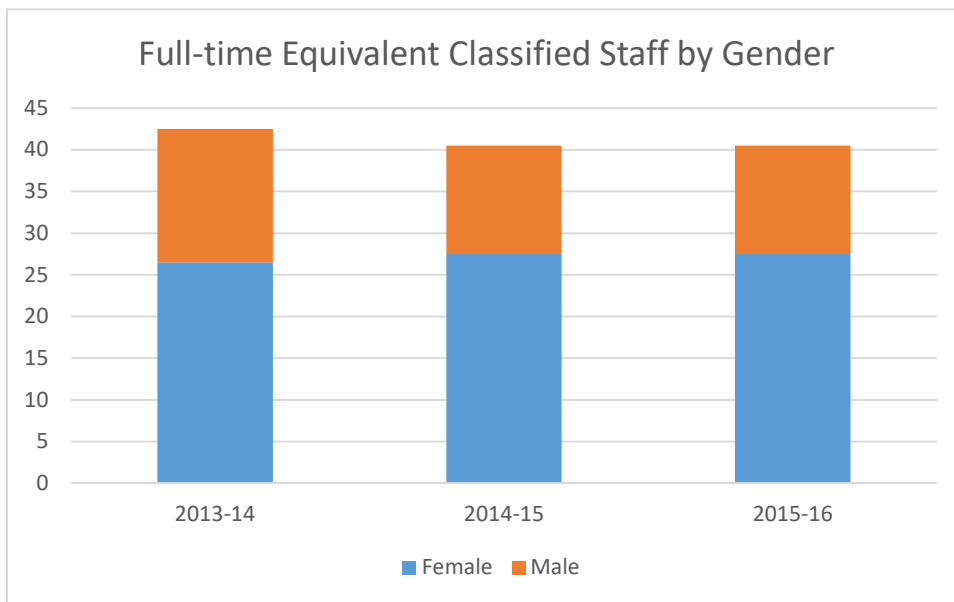
Learning Outcomes (SLOs).

Robert F. Kennedy's Student Learning Outcomes

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

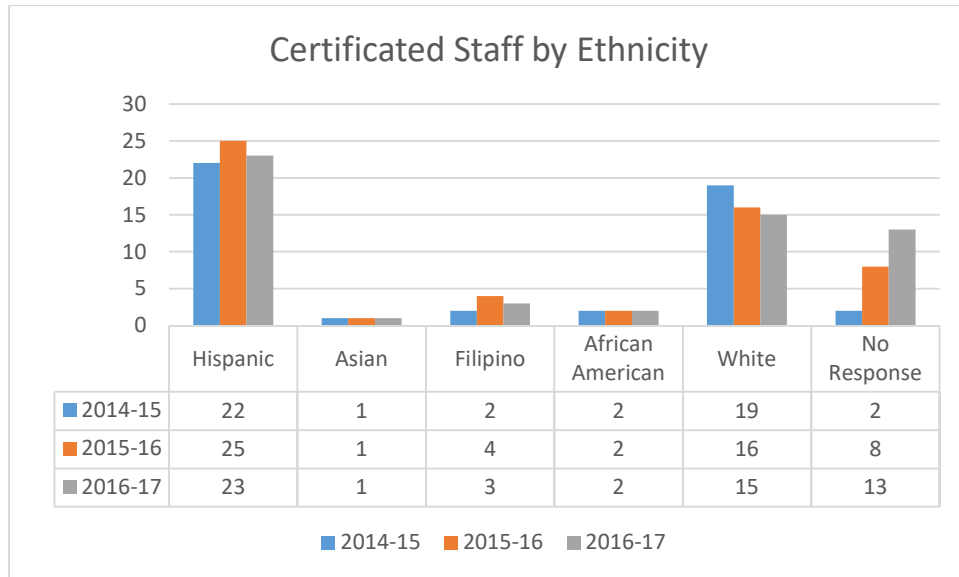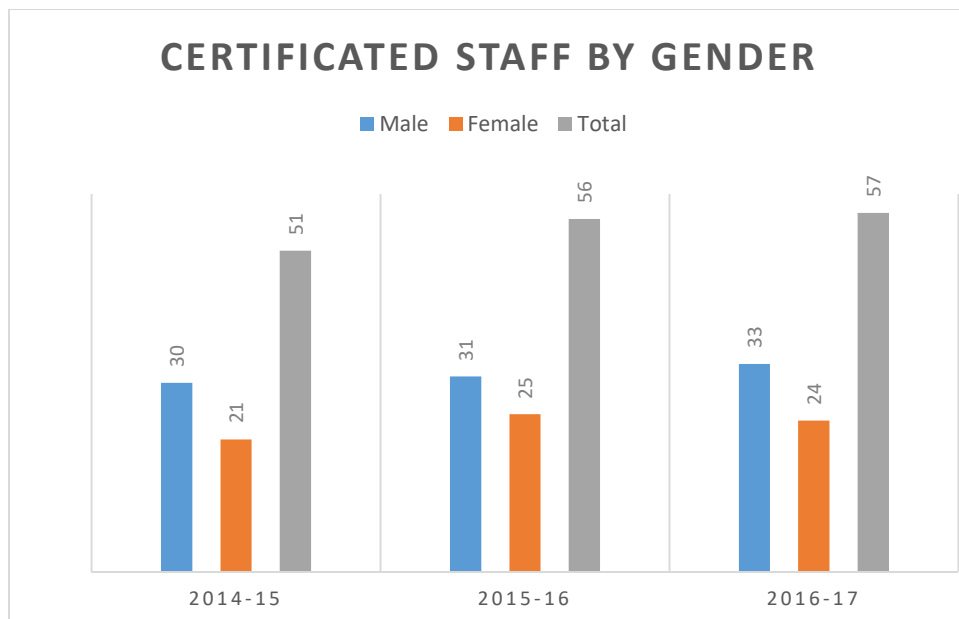**Robert F. Kennedy High School will produce GLOBAL students who are**

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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

ACS WASC Accreditation History

Robert F. Kennedy High School welcomed students for the first time in August of 2008. In February of 2009, the Accreditation Committee, headed by Dr. David Brown, approved Robert F. Kennedy High School's initial application for accreditation. In December of 2010, Kennedy had its Substantive Change visit, which completed our initial accreditation to include the eleventh and twelfth-grade classes. In February 2012, we had our first full Self-study, at which we were awarded a six-year term with a one-day revisit. We completed our one-day visit in March 2015, and WASC awarded Kennedy the remaining three years of our accreditation term.

Local Control Accountability Plan (LCAP)

Parent, Community, and Stakeholder Involvement

The DJUHSD's process for its LCAP is inclusive of all stakeholders. A District Leadership Team (DLT) – made up of the superintendent, board president, assistant superintendant of educational services, chief financial officer, maintenance operation tranportation director, supervisor of facilities, school principals, and assistant principals – reviews data throughout the year from various sources (such as chronic absenteeism, truancy, graduation rates, dropout rates, suspensions, expulsions, school safety, a Facility Inspection Tool, CELDT results, CTE completion rates, and CAASPP assessment data). Based on this analysis, the DLT makes recommendations and refinements to the LCAP. Leadership stakeholder meetings were most recently held on October 25, 2016; November 1, 2016; November 16, 2016; December 7, 2016; March 23, 2017; and May 22, 2017.

Representatives from the DLT hold annual stakeholder meetings and forums to discuss the LCAP. Teacher stakeholder meetings are held at each of the school sites. At these forums, the DLT presents to the teachers the data it previously reviewed and analyzed. Teachers then make recommendations based on the presented data. Based on these recommendations, additional actions may be added to the LCAP. Certificated staff stakeholder meetings were most recently held on September 14, 2016; November 14, 2016; December 5, 2016; December 6, 2016; January 24, 2017; and February 8, 2017.

A similar meeting is held at a different time with the classified staff from each school site. This meeting included instructional, attendance, discipline, custodial, grounds, and facilities classified staff. As with the teachers, the DLT shares out data and solicits recommendations. Based on these recommendations, additional actions may be added to the LCAP. Classified staff

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stakeholder meetings were most recently held on November 16, 2016; December 1, 2016; December 2, 2016; December 5, 2016; and February 8, 2017.

Student LCAP forums are also held at each school site with a student group inclusive of all student demographics, including short-term and long-term English Learners, foster youth, AP students, CP students, special needs students, and vocational pathway students. Based on student recommendations, additional actions may be added to the LCAP. Student stakeholder meetings were most recently held on December 5, 2016; December 6, 2016; December 13, 2016; January 26, 2017; and May 3, 2017.

The District solicits parental involvement and feedback on the LCAP process through District Parent Advisory Meetings. Held several times a year, these meetings include representatives from parental advisory groups such as the English Learner Advisory group and Special Education Parent Advisory Group. At these meetings, the DLT educates and informs parents of the LCAP process and their rights to submit recommendations or questions. As with other forums and meetings, the DLT shares out data and solicits recommendations based on the data; based on parental recommendations, the DLT may add actions to the LCAP. Parent stakeholder meetings were most recently held on August 30, 2016; September 8, 2016; September 15, 2016; September 20, 2016; October 27, 2016; February 2, 2017; March 2, 2017; and June 8, 2017.

The District also holds a Community Forum at least once a year, during April or May, in which it shares out data and solicits recommendations from stakeholders. At the most recent Community Forum, the DLT maintained the current LCAP actions and goals. Community forums were most recently held on February 14, 2017; March 14, 2017; April 18, 2017; May 3, 2017; and May 9, 2017.

Both the District Teachers' Association and California School Employees Association (CSEA) are consulted several times a year regarding the LCAP. The DLT shares the recommendations made by teaching and classified staff, and both Associations make recommendations for the LCAP. These recommendations may result in additional LCAP actions. Meetings with the Teachers' Association were most recently held on November 8, 2016; December 9, 2016; February 17, 2017; March 17, 2017; April 3, 2017; and May 2, 2017. Meetings with the CSEA were most recently held on March 9, 2017, and May 18, 2017.

The final step in the LCAP process is to share it at a Board meeting (another public hearing) to acquire board approval and then submit it to the County office. The Board held public hearings on February 28, 2017, and June 13, 2017. It adopted the LCAP on June 20, 2017.

Identified LCAP Needs

As identified in the District LCAP, the following are the areas of **greatest** need:

DJUHSD has noted an academic achievement gap in the Special Education subgroup as it relates to the 2016 CAASPP English (4% met standard) and Mathematics (2% met standard). An additional area of need is access to a broad course of study for students with severe disabilities.

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DJUHSD is committed to improving in these areas and has included in the actions the need for continued tutorials, interventions, support staff, incentives, technology, professional development and parent training to address the academic achievement gap. DJUHSD has added additional support staff and time to increase access to a broad course of study for our students with severe disabilities.

DJUHSD suspension rates are higher among the English Learner (6.7%) and students with disabilities subgroups (7.9%) when compared to all students (3.5%). To address this area, DJUHSD has recommended to maintain the current actions in Goal 3 and to add an opportunity teacher at each school site. Delano Joint Union High School District's goal is to continue performing academically well (as noted in our baseline data) and to continue providing the best school climate for all our students.

Identified LCAP Goals

The DJUHSD's LCAP currently has three goals that apply to all the schools within the District, and thereby Kennedy:

LCAP Year: 2017-18	
LCAP Goal # 1	Provide a high quality education to improve college readiness and proficiency or standard met levels for all learners, including English learners and foster youth, in all core academic content areas.
Identified Need	There is an academic achievement gap between all learners and the English Learner and Students with Disabilities subgroups as evidenced by this year's baseline data. DJUHSD also has damaged facilities that need repair. We need to improve in preparing all students for college and/or career. This includes improving AP passing and dual-enrollment rates. An additional area of identified need is to implement academic content and performance standards in courses provided to students with significant cognitive disabilities. DJUHSD intends to continue to provide the support to continue performing well on the state academic and
Expected Annual Measurable Outcomes: 2017-18	
Priority 1(a): Basic Services Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	100% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials

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Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students.

95% implementation of state board adopted academic and performance standards.

Priority 2 (b): Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
Metric: CALPADS English Learner Services data

a. Attain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction.
b. Maintain ELD standards implementation in all English, ELD and ELA intervention classes daily.

Priority 4 (a): Pupil Achievement Statewide assessments.

- Attain standard met:
  - CAASPP English:
    - All Students 67%
    - ELs 38%
    - SWD 4%   4.5%
  - CAASPP Mathematics:
    - All Students 32.5%
    - ELs 11%
    - SWD 4%   2.5%
  - CAASPP Science:
    - All Students N/A
  - CAPA
    - SWD 83%

Priority 4 (b): Pupil Achievement The Academic Performance Index.

n/a

Priority 4 (c): Pupil Achievement

To attain:

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The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework.

- UC a-g completion
  - All Students 41%
- CTE completer
  - All Students 35%

Priority 4 (d): Pupil Achievement
The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT.

Attain:
- English Learner Progress:
  - All Students 79.5%

Priority 4 (e): Pupil Achievement
The English learner reclassification rate.

Reclassification
- All Students 26%

Priority 4 (f): Pupil Achievement
The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

To attain:
- AP exams passed: 34%

Priority 4 (g): Pupil Achievement
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

CAASPP English:
- All Students 67%

CAASPP Mathematics:
- All Students 32.5%

ACT
- Scores above 21 36%
- Increase 1.6%

SAT
- Scores above 1500   32%

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- Increase 1%

LCAP Goal #2	Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education.
Identified Need	DJUHSD has identified the need for pupils with significant cognitive disabilities to have access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, DJUHSD goal is to continue performing in the top 25% in visual performing arts, Mock Trial, Academic Decathlon, and improve the physical fitness and AP Foreign Language to the 2017-18 expected annual measurable outcomes.

Expected Annual Measurable Outcomes: 2017-18	
Priority 7(a): **Course Access** Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	Attain 100% of pupils have access to a broad course of study.
Priority 7(b): **Course Access** Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	Attain 100% of unduplicated pupils have access to a broad course of study.
Priority 7(c): **Course Access** Pupils have access to and are enrolled in programs and services developed	Attain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.

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and provided to individuals with
exceptional needs.

Priority 8:
Pupil outcomes in subject areas described
in subdivision (a) to (i) of section 51220

Attain:
- English
  - AP Passing 75
  - UC a-g Completion 66%
- Mathematics
  - AP Passing 88
  - UC a-g Completion 52%
- Science
  - AP Passing 34
  - UC a-g Completion 73%
- Social Science
  - AP Passing 48
  - UC a-g Completion 80%
- Foreign Language
  - AP Passing 220
  - UC a-g Completion 76%
- Physical Fitness Test

Fitness Zone	Passing	Gain
Abdominal Strength	89.6%	0.1%
Aerobic Capacity	68%	1.1%
Body Composition	54%	1.3%
Flexibility	77%	0.9%
Trunk Extension	95.2%	0%
Upper Body Strength	69%	1.0%

- Visual Performing Arts:
  - Perform or achieve top 35% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic

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- UC a-g 67%
- CTE Completers 35%

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.
Identified Need	DJUHSD facilities are aged and in need of repairs. Our district goal is to continue to increase parental involvement in the decision-making process. Additional identified needs for DJUHSD include improve pupil attendance; reduce chronic absenteeism; reduce the number of expulsions; improve students with disabilities subgroup graduation rate; and improve English Learner and students with disabilities subgroups suspension rates.

Expected Annual Measurable Outcomes: 2017-18	
Priority 1(a): Basic Services Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	97.2% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials
Priority 1(c): Basic Services School facilities are maintained in good repair.	RFK 100% in "Good Repair"

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Priority 3 (a): Parental Involvement addresses: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;	Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site.
Priority 3 (b): Parental Involvement addresses: How the school district will promote parental participation in programs for unduplicated pupils	Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.
Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs.	Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.
Priority 5 (a): Pupil Engagement as measured by all of the following, as applicable: o School attendance rates	Reduce Chronic absenteeism to 13%
Priority 5 (c): Pupil Engagement as measured by all of the following, as applicable: o Middle school dropout rates	n/a

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Priority 5 (d): Pupil Engagement as measured by all of the following, as applicable: o High school dropout rates; and	0.7%
Priority 5: Pupil Engagement as measured by all of the following, as applicable: o High school graduation rates	All students 97% English Learner 97% SWD 83.6%
Priority 6 (a): School Climate as measured by all of the following, as applicable: o Pupil suspension rates	All students 3.1% English Learner 6.0% SWD 6.0%
Priority 6: School Climate as measured by all of the following, as applicable: o Pupil expulsion rates	Total number of Expulsions: 9
Priority 6: School Climate as measured by all of the following, as applicable:	Attain: o 100% Sense of Safety

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- o Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

- o 100% connectedness to school

School Program Data

Regular Program of Study

Robert F. Kennedy uses the District's academic curriculum and is committed to providing its students with a rigorous, above standards education to help students experience academic success. Kennedy has a robust program available for students including 70 UC a-g approved courses; 10 AP courses in Math, English, Science, History, and Spanish; 14 dual-enrollment courses; and 10 CTE pathways. Seniors can take additional CTE classes through a partnership with the North Kern Vocational Training Center (NKVTC).

Kennedy offers unique curriculum that provides students the opportunity to enroll in classes such as Mock Trial, Web Design, Video Production, Multimedia, Computer Programing, Building Skills, Engineering Technology, Introduction to Metal, Silkscreening, Medical Terminology, Sports Skills, and PAVE (Personal Academic Vocational Education). Many of these classes are unique to Kennedy or the District. All of Kennedy's courses are designed to provide above-standards curriculum and promote critical thinking skills. For students in need of academic support, Kennedy has several support classes in English and Math, which students take concurrently with their core classes.

Program Summaries

Advanced Placement Courses

Kennedy offers 10 - 11 AP Courses: Biology, Calculus AB, English Language and Composition, English Literature and Composition, Macroeconomics, Physics 1, Spanish Language and Culture, Spanish Literature and Culture, Statistics, U.S. Government and Politics, and United States History. For the 2017-18 school year, the addition of a dual-enrollment history class at the junior year impacted demand for AP US History, and enrollment was not sufficient to offer this course. However, if enrollment allows, the course is still available as an option.

Students can begin taking AP classes as sophomores, but most AP classes are comprised of juniors and seniors.

Dual-enrollment

Kennedy's dual-enrollment courses allow students the opportunity to earn high school credit and college units (awarded through Bakersfield Community College, Cerro Coso College, and California State University, Bakersfield) while attending class during the regular school day on Kennedy's campus. Instructors of dual-enrollment courses must submit an application seeking employment at the applicable college; the college must subsequently approve the teacher as an instructor meeting adjunct qualifications. Dual-enrollment teachers are required to use course outlines and curriculum approved and required by the colleges; using these outlines, dual-enrollment teachers must create a course syllabus and submit it for college approval.

Kennedy's dual-enrollment offerings are limited by the qualifications of its staff as they must have the necessary background to qualify as an adjunct (usually a Master's degree or higher in the subject). Additionally, the partner colleges have also placed restrictions on which courses they will allow to be offered through dual-enrollment and those which they will restrict to the traditional college class.

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Currently Kennedy offers the following dual-enrollment and articulated opportunities to earn college credit: Student Development (College and Career Readiness), Expository Writing, Elementary Spanish I, Medical Terminology, Communication in Healthcare, Medical Law & Ethics, Electronic Health Records, United States History I & II, Introduction to Business, Engineering Technology, Building Skills I & II, Introduction to the Welding Process, and Shielded Metal Arc Welding I & II.

Students can begin taking dual-enrollment courses as freshmen.

Career Technological Pathways
Kennedy offers ten CTE pathways for students to enroll in, inclusive of many industry sectors: Performing Arts, Legal Practice, Education, Engineering Technology, Software and Systems Development, Business Management, Residential and Commercial Construction, Architectural Design, Welding and Materials Joining, and Patient Care. These pathways integrate academic, career, and technical education to foster work-based and worksite learning experiences.

Seniors may also get a head start in their career by taking advantage of course offerings through a partnership with NKVTC. Through NKVTC, students receive career technical education in fields such as nursing, medical assisting, auto body, and security law. Many courses offer hands-on, on-the-job training that students can apply to their future careers.

PAVE Academy
The PAVE (Personal. Academic. Vocational. Education.)

The PAVE program is located at Robert F. Kennedy High School. It is a Least Restrictive Environment (LRE) program designed to offer students supports for personal development, academic achievement, and vocational training. Students enrolled in the program will receive individual and group counseling provided by the county SELPA to support their social-emotional development. Students in the program are enrolled into general education courses with designated supports and accommodations. They are also enrolled in the District's Workability program in which students work at participating community workplaces with workplace mentors and aides.

Online Instruction

Robert F. Kennedy High School does not offer any fully online classes. However, Kennedy did adopt the *Edgenuity* program for credit recovery classes. While students do have access to the program anywhere with internet access, the program is run through classes offered on campus during the regular day intervention or during 7th-period credit recovery.

Many of Kennedy's core curricula offer supplemental online components, such as *Pearson Realize* and *Listenwise* for the English curriculum; Khan Academy for English and Math; My10YearPlan.com for Student Development; and Webassign (from Cengage), Raven Biology, Elsiver, Paxton Patterson, PHET Interactive Simulations, and McGraw-Hill Connect biology for Science.

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Demographic Data

Socioeconomic Status

Parent Education Levels

Many of the students attending Kennedy come from families in which the parents are not high school graduates themselves. Less than one-quarter of parents reported having any college education, and less than five percent of parents report as having graduated from college. Many of Kennedy's students are poised to become not only the first in their families to graduate from high school but also to pursue a college education.

Parent Education Levels - 2017-18

5% 1% 2%
12%
28%
53%

- Grad School/Post Grad Training
- College Graduate
- Some College
- High School Graduate
- Not High School Graduate
- Decline to State/Unknown
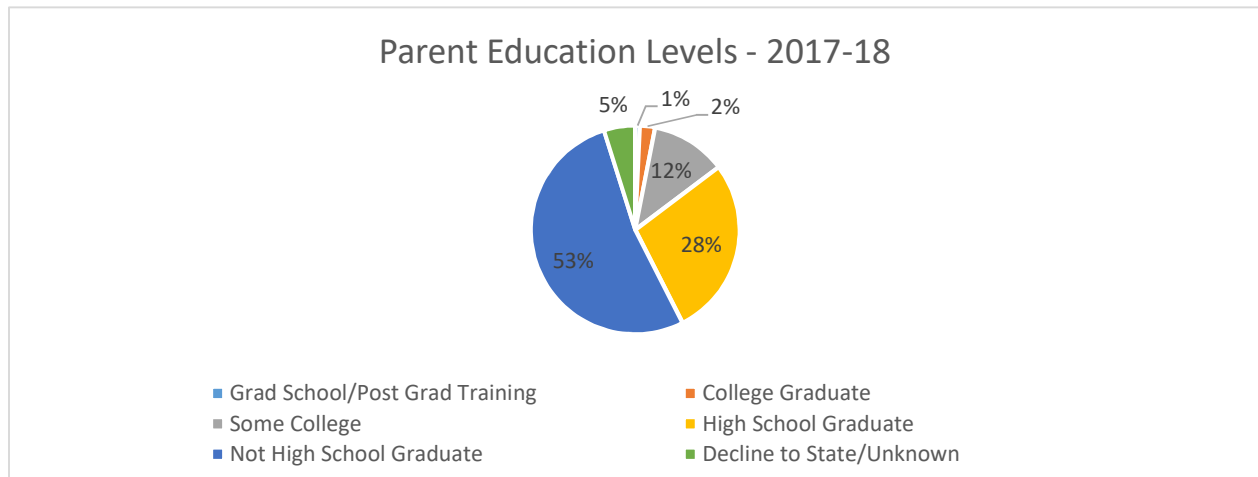
Free and Reduced Lunch (FRL) Rates

Amongst the challenges facing Robert F. Kennedy's students and families, the sheer number of families of a low socioeconomic status is perhaps one of the most distinct. Most of Kennedy's students come from families struggling economically. While Kennedy's FRL rates have always been higher than even the District rates, the last four years has seen a slight increase in FRL rates, from 90.2% in 2013-14 to 93.3% in 2016-17. The District and County have also seen small increases while the state has slightly decreased. Currently, Kennedy feeds students breakfast, lunch, and supper (served immediately afterschool).

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FRL Rates

A line chart titled "FRL Rates" showing rates from 2013-14 through 2016-17 for RFKHS, District, County, and State. RFKHS rises from about 90% to about 93%. District rises from about 83% to about 90%. County stays around 70-71%. State stays around 58-59%.

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 mainly of English Learners.

Total Enrollment
Total enrollment at Robert F. Kennedy High School has been increasing overall from just under 1000 to over 1200 for the current school year.

STUDENT ENROLLMENT - OVERALL

A bar chart titled "STUDENT ENROLLMENT - OVERALL" with values: 2013-14: 995; 2014-15: 1046; 2015-16: 1,014; 2016-17: 1,128; 2017-2018: 1,224.

Grade Level Enrollment
For most years, enrollment drops in the transition from 9th to 10th grade but is regained from 10th to 11th grade as retained freshmen students recover their credits. Similarly, there is some loss from attrition in the transition from 11th grade to 12th grade.

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The most notable trend, however, is the enrollment trough with the entering class of 2013-2014. This cohort was much smaller than entering freshman cohorts have been historically, and enrollment dropped in reflection. As larger cohorts have enrolled, Kennedy's overall enrollment has grown. The increase in enrollment for this current year reflects both a larger incoming freshman class and the graduation of unusually small freshman cohort of 2013-14.

Student Enrollment by Grade Level

	9th Grade	10th Grade	11th Grade	12th Grade	Ungraded
2013-2014	292	240	221	218	23
2014-2015	355	207	256	223	5
2015-2016	373	294	215	234	6
2016-2017	307	350	274	193	4

Gender Enrollment
Robert F. Kennedy's student enrollment by gender is fairly proportionate between male and female students. While the majority of students enrolled are male, the difference in enrolled male and female students only averages 5 percent.
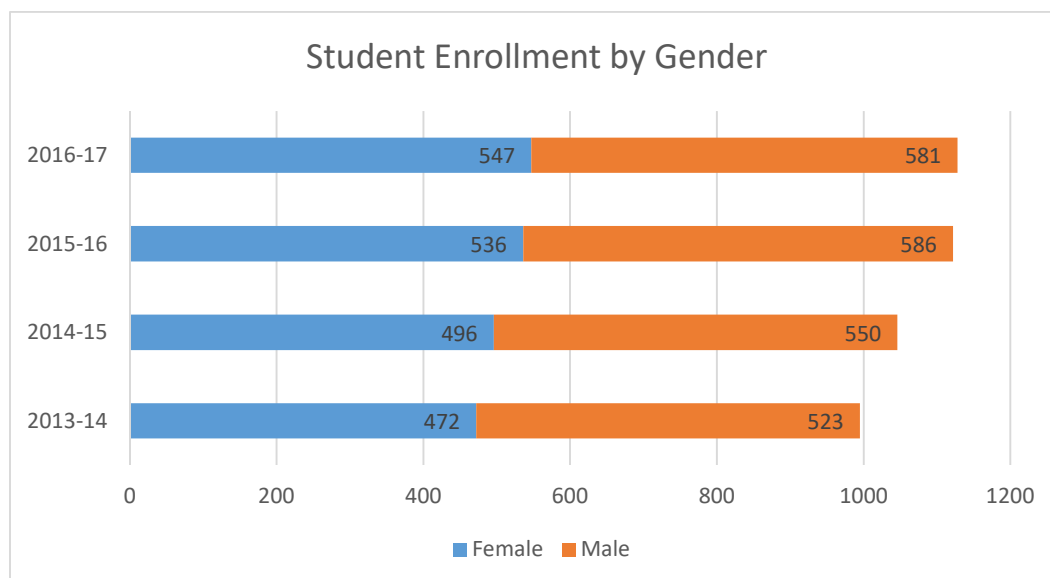
Student Enrollment by Gender

Year	Female	Male
2016-17	547	581
2015-16	536	586
2014-15	496	550
2013-14	472	523

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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.

Student Enrollment by Ethnicity

	2013-14	2014-15	2015-16	2016-17
Hspanic	877	948	1,014	1024
Asian	5	7	10	10
Filipino	84	67	75	73
African American	10	10	8	10
White	17	10	13	9
Two or More Races	2	4	2	2

Predominate Primary Languages

Many of Robert F. Kennedy's students are English Language Learners (ELLs). Reflective of student enrollment, more than two thirds of households reporting a primary language other than English identify Spanish as their home language; the Filipino languages of Ilocano and Tagalog (Filipino) follow as the second and third most indicated primary home languages, though at less than a 5% combined reporting.
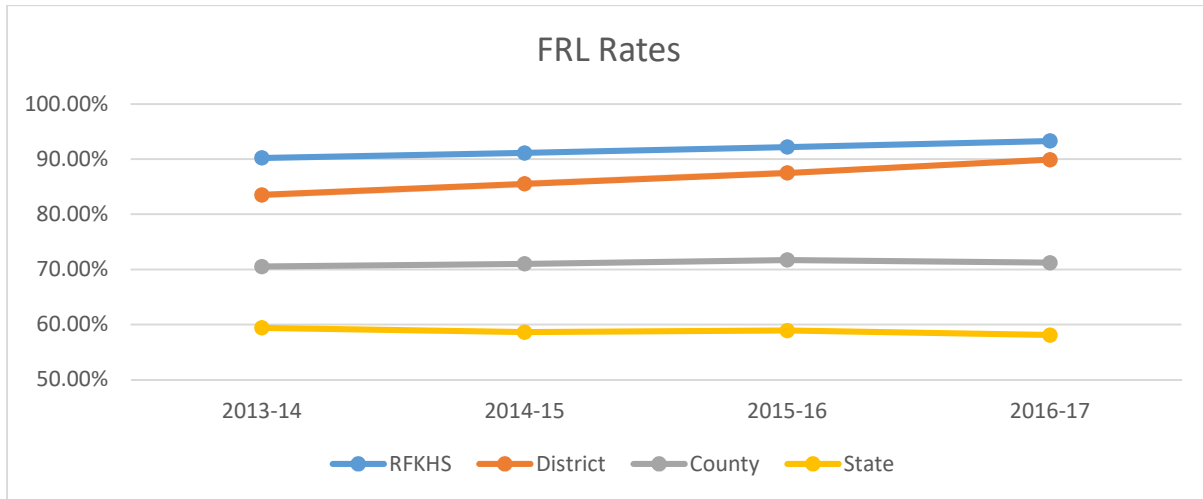
Robert F. Kennedy High School
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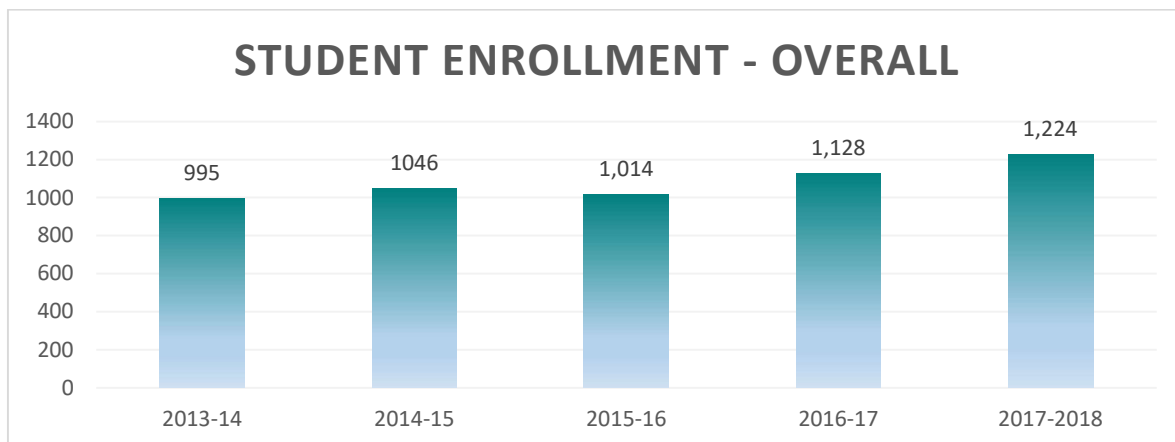Genuine. Legitimate. Optimistic. Broad-minded. Adaptable. Loyal.

LANGUAGE GROUP DATA BY PERCENTAGE

Legend: ■ Spanish ■ Ilocano ■ Filipino ■ Punjabi ■ Arabic ■ Cebuano ■ Mixteco ■ Portuguese ■ Other

Year	Spanish	Ilocano	Filipino
2013-14	77.19	2.81	1.71
2014-15	78.49	2.2	1.15
2015-16	78.61	2.23	1.07
2016-17	76.6	2.04	1.24

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, 96% of Kennedy's students were identified as socioeconomically disadvantaged.
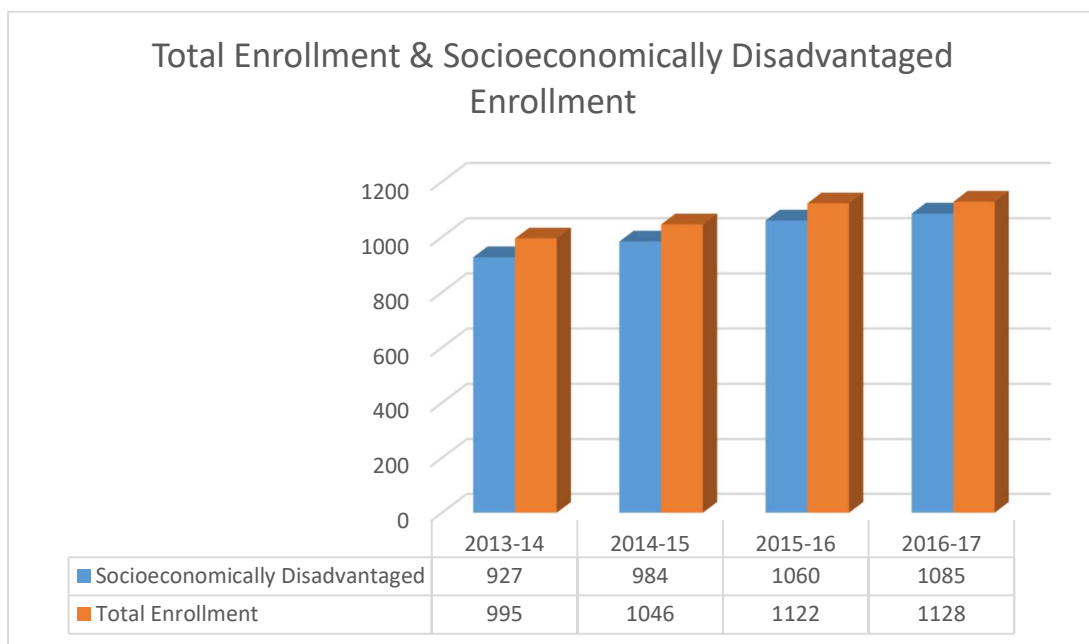
Total Enrollment & Socioeconomically Disadvantaged Enrollment

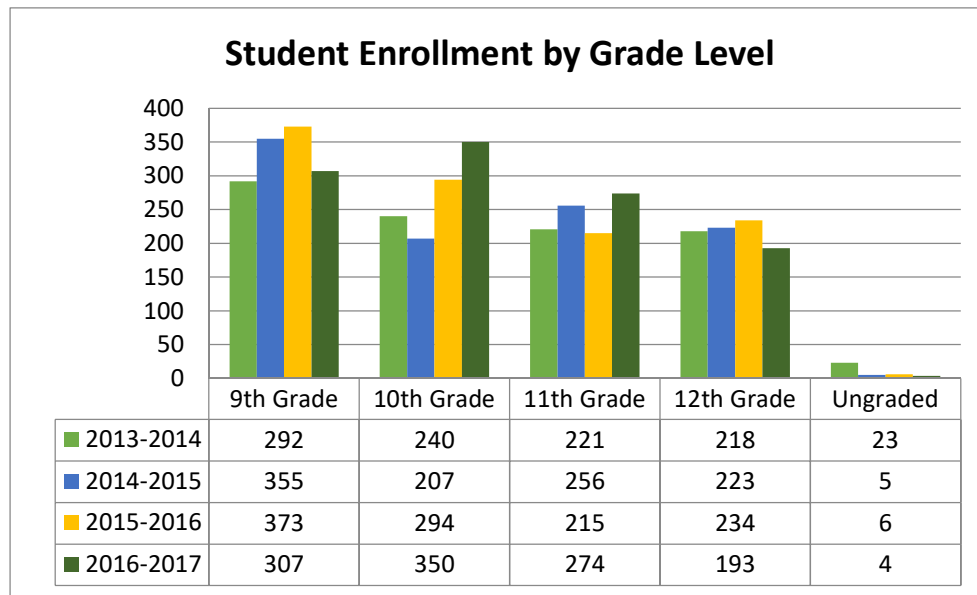|	2013-14	2014-15	2015-16	2016-17
Socioeconomically Disadvantaged	927	984	1060	1085
Total Enrollment	995	1046	1122	1128

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Special Needs and Focus Programs Enrollment

Many of Kennedy's students participate in special needs/focus programs. Notably, nearly every student is enrolled in one or more UC a-g course, approximately a third of the student body is enrolled in one or more Pre-AP/AP/Honors course, and approximately a quarter participated in Kennedy's first year of dual-enrollment courses. In the current year, a quarter of students are currently participating in CTE courses and 17 percent of students are currently enrolled in one or more dual enrollment courses; both of these enrollment numbers will increase in Spring.

2016-2017	
Program	**Enrollment**
Online Instruction (*Edgenuity*)	151
CTE Courses	267
UC a-g Courses	1056
Pre-AP, AP, and Honors	355
AP	223
Career Life Education (Student Development)	201
Dual-enrollment Courses	284

2017-2018 (Fall Enrollment Only)	
Program	**Enrollment**
Online Instruction (*Edgenuity*)	275
CTE Courses	302
Pre-AP, AP, and Honors	400
AP	269
Career Life Education (Student Development)	155
Dual-enrollment Courses	216

Language Proficiency

In any given year, approximately one-quarter to one-third of Kennedy's students are designated English Learner students (313 students in 2016-17), and approximately one-half to two-thirds of students are designated Fluent-English Proficient. 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.

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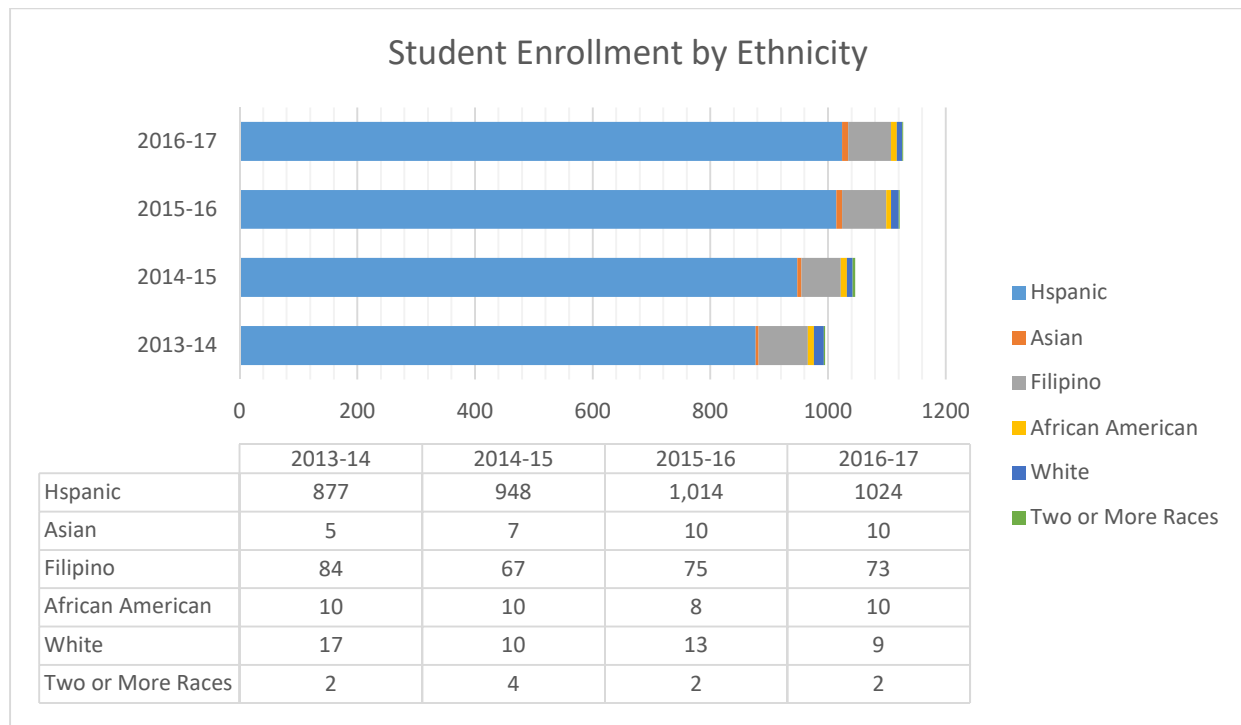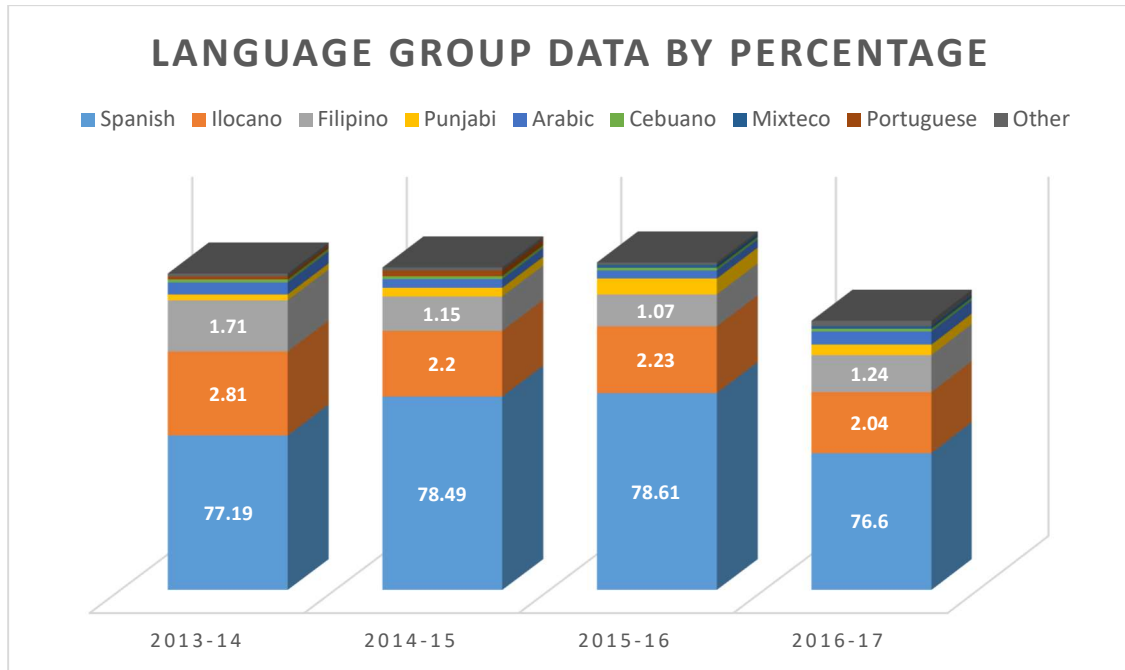**Home of the Thunderbirds**
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Language Proficiency Numbers by Percentage

Year	English Only	Initial Fluent English Proficient (IFEP)	English Learner	Redesignated FEP
2014-15	17.2	4.2	25	53.5
2015-16	16.9	4.8	26.7	51.4
2016-17	18.9	3.5	27.7	49.8

Academic Support and Intervention Programs and Services

Instructional Aides:
Many of Kennedy's classes have aides to support instruction and student achievement. Funded through Title I, EIA, Special Education, Migrant and TIIG, aides provide assistance on computers and one-to-one assistance to students enrolled in English, Math, Science, History, and ELD classes. The aides assist with instructional formats outlined in the district adopted language program for reading.

Tutorials & Saturday School:
Robert F. Kennedy has concentrated much of its efforts on providing curricular support to students through the creation of support classes and implementation of afterschool tutorials. Tutorials are available after school in core subjects for students who need assistance in their classes or need time to complete coursework. Afterschool tutorials are offered weekly for World and U.S. History, Math, Science, English, and ELD. Leading up to finals and AP exams, departments will offer additional tutorials depending on teacher availability and student need and interest. Students needing assistance beyond the school day may also attend Saturday school.

Due to a generous on-going donation from a local doctor to the District, Kennedy has paid student tutors who are available to help students in after-school tutorials and Saturday school. These student tutors are well-performing junior and senior students who have secured the recommendations of at least three teachers to verify their academic performance and strength.

Support Classes:
During the school day, the Math and English department run support classes that students take in addition to their core classes. Counselors work with teachers to target students most in need of support, thus ensuring struggling students receive academic support.

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Support classes are often created based on identified student needs and in accordance to SPSA Goals. For example, based on need, student achievement, and SPSA goals, the Applied Math class was created to assist with Mathematics achievement; for English, Career Writing (for ninth grade) and Writing Support 11-12 (for 11th grade).

Kennedy's support classes are plentiful:

- Career Writing
- ELD Emerging Conversation/Vocabulary/Spelling
- ELD Emerging Grammar/Writing
- ELD Emerging Reading
- ELD Expanding Grammar/Writing
- ELD Expanding Reading
- ELD Expanding Conversation/Vocabulary/Spelling
- ELD Bridging Grammar/Writing
- ELD Bridging Conversation/Vocabulary/Spelling
- ELD Bridging Reading
- Writing Support 11-12
- Pre-Algebra
- Math Support
- Applied Math
- Credit Recovery
- Intervention
- Co-teaching
- PAVE
- Opportunity

Extended-Day/7th Period Classes:
Leading up to major assessments, such as the CELDT, SAT, and the CAASPP, counselors place targeted-students in 7th-period extended-day classes designed to provide additional instruction and support. Students are targeted based on consideration of student need and student schedules. Students who are not initially targeted for these 7th-period support classes but who express an interest in the extended courses are also enrolled in the classes. The SAT 7th-period class, for instance, has been a course of high demand.

Credit Recovery:
Students who need additional support in completing their academic programs at Robert F. Kennedy High School, depending on need and the reason, may be offered Independent Study (where a teacher visits the student at home to provide instruction and assignments) or credit recovery.

In the 2016-2017 school year, Kennedy switched its credit recovery program from *A+* to *Edgenuity*, an online program that allows for multiple courses of study including College Prep
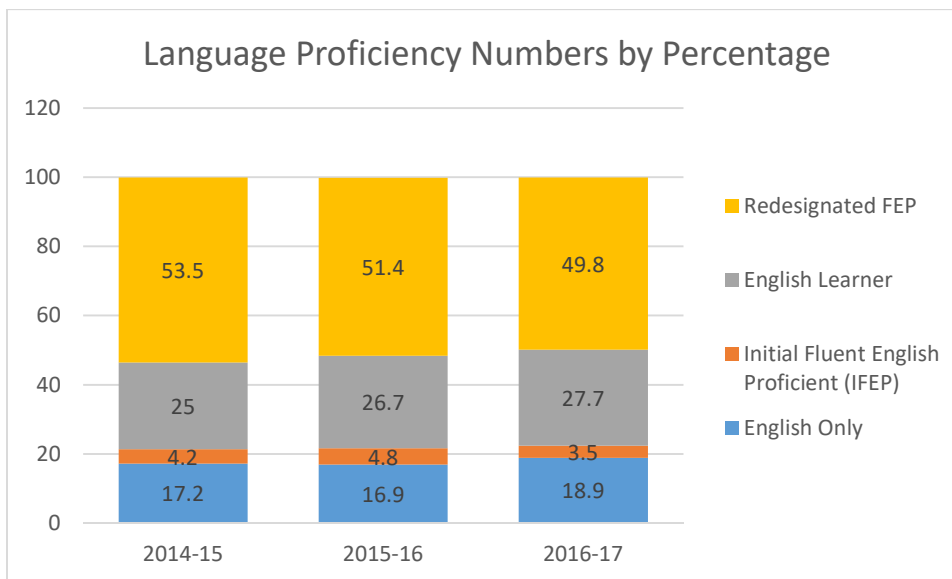
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level UC a-g approved courses. This is a much more rigorous program than the one previously used, so teachers are encouraged to work with students so as to prevent a need for credit recovery. While *Edgenuity* is an online program, Kennedy offers it on campus through Intervention classes and 7th period.

Migrant Program:
Kennedy's Migrant program aims to help students in English Language Development, English Language Arts, Mathematics, and High School and College Readiness. The program is designed to provide supplementary educational and support services to identified migrant students. The Migrant Education Program Region XIV is administered through the Delano Joint Union High School District and serves students in Delano and surrounding communities. The program is a supplemental educational program that provides support services through collaboration with the Delano Union Elementary School District and other community agencies to maximize the potential of migrant students.

Services for Special Learning Needs

Robert F. Kennedy's services available for students designated with special learning needs vary from curricular supports and program to staff supports. Through the IEP, 504, and the Student Study Team (SST) processes, Kennedy identifies students with special learning needs and provides them with appropriate learning services. These services could require general education teachers to modify curriculum or instruction.

General education teachers with large numbers of special learning needs students may be assigned a Special Education teacher to co-teach with or may be provided an instructional aide. Instructional aides work together with the classroom teacher to help create a positive learning environment. They are responsible, under the leadership of the classroom teacher, for assisting students on an individual or group basis with instructional tasks.

For students with IEPs, Kennedy has the Resource Room. There, students may work with instructional aides and Special Education teachers to receive instructional support and one-on-one or small group instructional assistance. The Resource Room runs during the school day, and students are released from their primary classes in order to use the Center.

For students classified as Emotionally Disturbed (ED), Kennedy has the PAVE Academy. Through the program, ED students receive academic, emotional, and behavioral supports. Supports in PAVE vary according to student needs: students may complete their studies with the PAVE instructors, may attend general education classes with a modified schedule, or may attend general education with the support of an instructional aide. Students in PAVE participate in Workability, a vocational training program that takes place during the school day and is monitored by the students' Special Education teachers and instructional aides. In Workability, students learn the skills and etiquette necessary to be successful in the workplace.

For students with 504 plans or with physical impairments, Kennedy works with the county and other agencies to ensure students have the necessary resources to succeed in class (assistive

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devices, such as microphones or magnifying glasses; alternate versions of textbooks, such as large print; etc.).

For students in need of emotional or psychological support or for students whose IEPs or 504s indicate it, Kennedy has both a psychologist and MFT. They provide support services for students in need of intervention helping students with strategies that allow them to increase learning during instruction. Both work with teachers and provide recommendations to teachers on methodology and strategies to implement for a successful learning environment. Additionally, Kennedy's MFT and psychologist facilitate a monthly grief support group and have in the past facilitated a life/social skills small group, which was open to all students.

Data Addressing the Eight State Priorities
Priority 1 – Teachers, Instructional Materials, Facilities
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 the majority of 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 as a whole often employ interns to fill teaching positions. In comparison, however, to the other comprehensive schools in the District, Kennedy employs the greatest amount of teachers without credentials both by number and by proportion.

Teacher Credentials			
RFK	2014-2015	2015-2016	2016-2017
With Full Credential	42	39	42
Without Full Credential	5	13	12
Teaching Outside Subject Area of Competence	0	0	0
CCHS	2014-2015	2015-2016	2016-2017
With Full Credential	57	54	57
Without Full Credential	3	7	8
Teaching Outside Subject Area of Competence	0	0	0
DHS	2014-2015	2015-2016	2016-2017
With Full Credential	68	61	60
Without Full Credential	2	10	10
Teaching Outside Subject Area of Competence	0	0	0

Additional Qualifications for Staff

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Short Term Staff & Interns

For 2016-2017, thirteen of Kennedy's teachers are providing instruction on an internship credential or short-term staff permit.

	2016-2017
Short Term Staff Permits	4
Provisional Intern Permits (PIPs)	4
Intern Permits	7

Advanced Degrees

Many of Kennedy's teaching staff has pursued education beyond a Baccalaureate Degree. While just under half of Kennedy's teaching staff has earned a Master's Degree or more, most of Kennedy's staff has earn credits beyond a Baccalaureate Degree and many are currently enrolled in Master's Degree programs. With the introduction of dual-enrollment courses, the District has discussed the possibility of incentivizing the pursuit of an advanced degree. Certainly, the appeal and requirements of teaching dual-enrollment courses may encourage other faculty to pursue advanced degrees.

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.
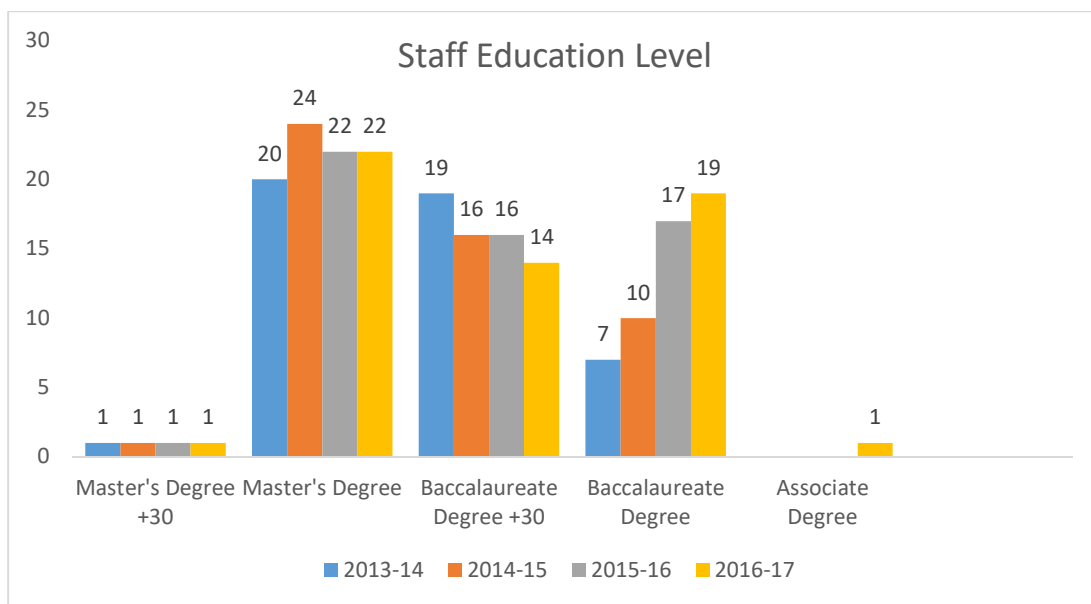
Years of Educational Service

Kennedy is the youngest school in the District, and still a fairly new school; Kennedy's teachers

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have a bit fewer years of service as do teachers in the District on average. Over the last three years, the average years of service for Kennedy's teaching staff has decreased and the number of first-year teachers has increased from 3 to 10. Kennedy's teaching staff has changed and grown, and many new positions have been filled by interns in order to meet the demand for teachers.

Kennedy does not have a constant churning or turning over of teachers. While on average Kennedy's teachers have been teaching less than ten years, the relative "newness" of Kennedy's teachers reflects upon 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. A newer teaching staff has been beneficial in helping to cultivate and maintain an enthusiastic and energetic teaching community at Kennedy.

Teachers: Years of Service
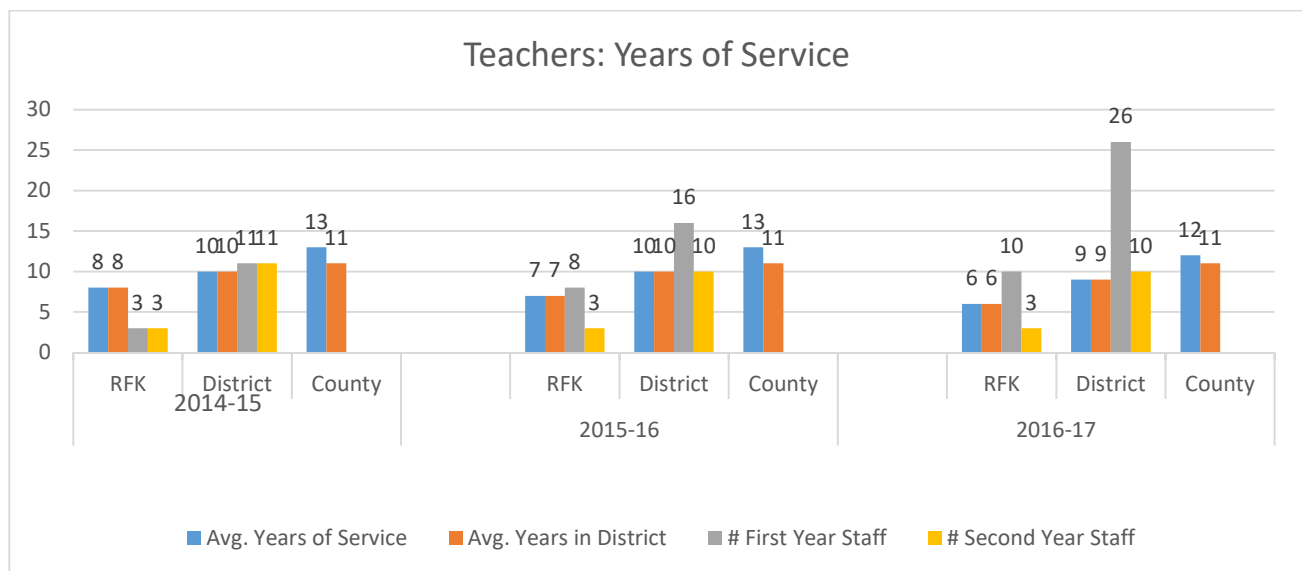
Specialized Training/Intern Program
The DJUHSD and Robert F. Kennedy participate in a Certificated Staff Mentoring Program (CSMP) and Peer Coaching geared to support new and intern teachers. The CSMP program is offered through the local universities' credentialing program. Through this program, intern teachers are provided with 144 hours of combined support from their universities, the school district, and a mentor (normally a teacher at the same school site who is paid a stipend). These hours must be logged regularly by both the intern and designated mentor(s). Mentor activities may include reflecting/problem solving, providing resource, lesson planning, analyzing student work, modeling lessons, observing lessons, pre/post observation conferences, and addressing intern's professional goals and TPA standards.

Professional Development Activities & #s Participating
Funding has been allocated as part of the Single School Plan and LCAP for ongoing professional

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development in programs such as Explicit Direct Instruction (EDI), Differentiated Instruction (DI), CSU Early Assessment Program (EAP), Academic and Vocational Staff Development, Co-teaching strategies, SDAIE strategies, and others.

Robert F. Kennedy High School is dedicated to a continued emphasis on professional development, and it provides teachers with many opportunities for professional development. As part of the bi-weekly late starts, teachers meet within departments and cohorts to discuss content standards, curriculum and instruction, assessments, and department goals; and to collaborate and share best practices and teaching strategies. Additionally, when a select few teachers from a department attend a conference or training, those teachers will share out during departmental meetings what they have learned to the other members of the department.

Kennedy has facilitated several trainings and professional development opportunities for teachers: Depth of Knowledge (DOK) training, Explicit Direct Instruction Training (EDI), Pearson *myPerspectives* (ELA) training, etc.

Kennedy also encourages staff to attend off-site conferences and trainings related to content, curriculum, or instructional practices relevant to the attendees' subject matter. For example, during summer AP/Pre-AP teachers attend the AP by the Sea conference, and during the school year several English Teachers attend ERWC training.

Professional Development: 2016-2017		
Activity	Number of Participants	Participants
AP by the Sea	6	Teachers (AP and Pre-AP Teachers)
CSU Central Region High School Counselor Conference	3	Counselors, AP of Curriculum & Instruction
ACS WASC Focus on Learning Conference	4	Teachers/WASC Focus Group Leaders
Career Choices Training	2	Teachers
Exploring College Options	2	Counselors
2016 High School Counselor Workshop	2	Counselors
2016 Fall CAWEE Conference (Work Permit Certification)	1	AP of Discipline & Attendance
CPM Math Training	1	Teacher
CELDT Training	1	Local Assessment and State Coordinator
Counselor Workshop	2	Counselors
CASBO 2016 Fall Conference	1	AP of Discipline & Attendance
Kern County Consortium SELPA: New Special Education Teacher Workshop	1	Teacher
California Safe School Workshops	1	AP of Discipline & Attendance
IEP Training	7	Special Education Teachers
Transition Daily Living Skills Course Description	4	Special Education Teachers
Community Based Instruction Course Development	4	Special Education Teachers
PDC at ULV – Creating a Google Apps Classroom	1	Teacher
PDC at ULV – Botany Basics	1	Teacher
PDC at ULV – Genetics Revolution	1	Teacher
Education and the Environment Workshop @ KCSOS	2	Teachers
CAASPP Pretest Workshop	2	Teacher & AP of Curriculum and Instruction
NSTA Conference	2	Teachers
Explicit Direct Instruction (EDI) Workshop	10	Teachers
Career Pathways Training	1	Teacher
Paxton Patterson Training	1	Teacher

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Medical Terms Online Webinar		1	Teacher
Dual-enrollment Training – STDV B3 (Fall)		4	Dual-enrollment Teachers & AP of Curriculum and Instruction
Career Choices Training		3	Dual-enrollment Teachers (for STDV B3)
Dual-enrollment End of Semester Training (Fall)		5	Dual-enrollment Teachers & AP of Curriculum and Instruction
Dual-enrollment Training (Spring)		1	Dual-enrollment Teachers
Work Based Learning		1	Teacher
Educating for Careers Conference		1	Teacher
Depth of Knowledge Training		15	Teachers and AP of Curriculum and Instruction
iLit Training		2	ELA Teachers
National Construction Career Education and Research		2	CTE Teachers
New Teacher Meetings (August, September, October)		10	New Teachers & AP of Curriculum and Instruction
New Teacher Orientation		15	New Teachers & Administration
ERWC Training		2	ELA Teachers
My Perspectives Training		7	ELA Teachers & AP of Curriculum and Instruction
Direct Instruction Training		3	ELA and Math Teachers
NCTM Conference		3	Math Teachers

Gender and Ethnicity of Staff
Gender
Kennedy's teaching staff is largely male. Consistently over the last three years, male teachers have made up nearly two-thirds of the teaching staff and female teachers, one-third. These demographics mirror the Distrct's demographics: in 2016-2017, the District employed 100 female teachers and 107 male teachers. Kennedy's staffing demographics do not mirror County or State teaching staff demographics: in 2016-2017, female teachers made up 73% and 74% of teachers in Kern County and California, respectively. At Kennedy, only 42% of certificated staff are female.

Ethnicity
Kennedy's certificated staff reports primarily as Hispanic or White. As such, staff demographics somewhat reflect the demographics of Delano. Since 2015, certificated staff have been declining to respond to ethnicity surveys, with 13 staff providing no response in 2016-17.
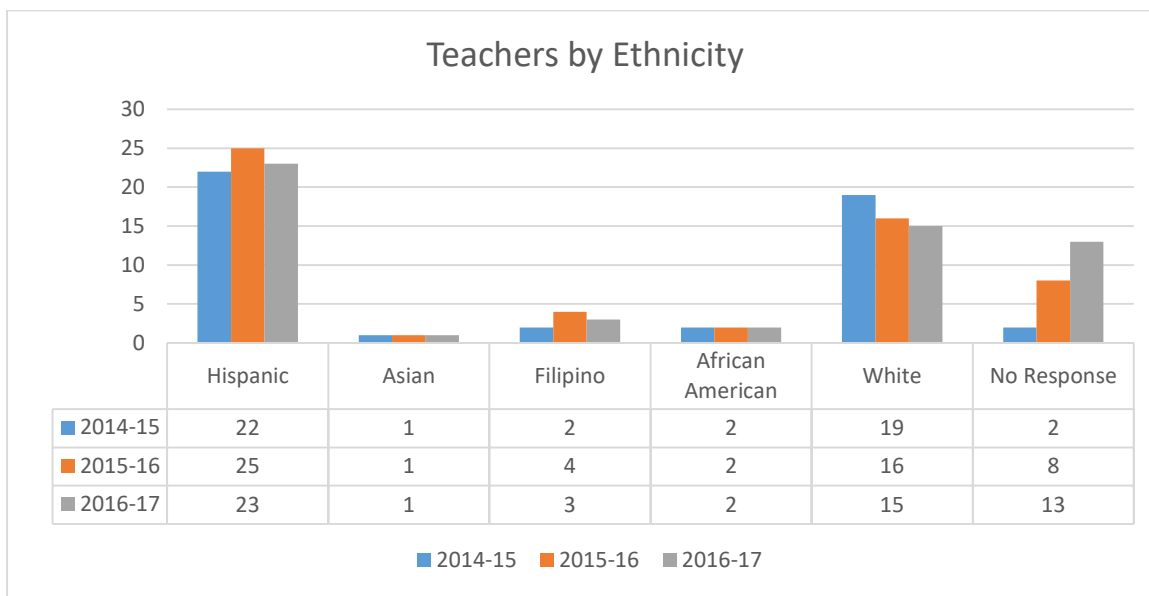
Teachers by Ethnicity

	Hispanic	Asian	Filipino	African American	White	No Response
2014-15	22	1	2	2	19	2
2015-16	25	1	4	2	16	8
2016-17	23	1	3	2	15	13

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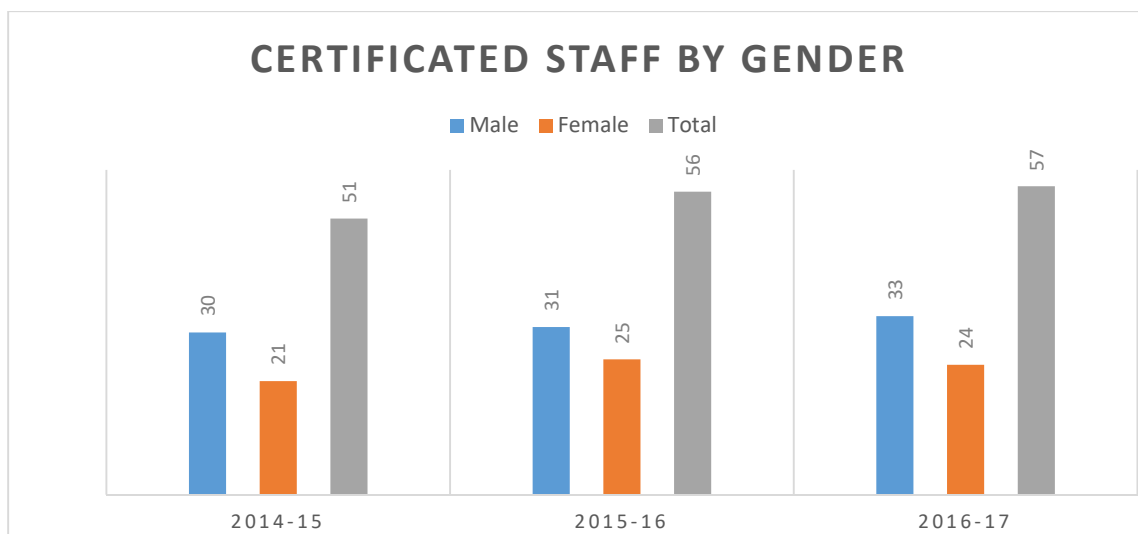Genuine. Legitimate. Optimistic. Broad-minded. Adaptable. Loyal.

Paraprofessionals who meet ESSA requirements

Most of Kennedy's paraprofessionals assist with the Special Education program. Two work specifically with PAVE and provide necessary transportation for students working through PAVE. Two of Kennedy's paraprofessionals are instructional aides within the general education program. One, who works part-time, assists the ELD Department. The other assists both the Mathematics and English Language Arts Departments.

Paraprofessional Assignment	Number of Paraprofessionals
Instructional Aide	2 (1 full time and 1 part-time)
Special Education Instructional Aides	12

Pupils have access to Standards-Aligned Instructional Materials

Kennedy's Williams Act report reflects sufficient instructional materials for all students: English, ELD, mathematics, science, social studies, and visual performing arts.

When adopting new curriculum, the District engages a process whereby it may vet the quality of the curriculum and extent to which it aligns to standards. This process usually involves a meeting or more with the curriculum representative at which he or she will present the program. Typically, representatives from all departments impacted by the new curriculum will attend these meetings. These representatives will discuss whether there is merit in exploring the program more. If there is, the District will work with the representatives to work out a pilot of the curriculum. During the piloting process, impacted individuals are asked to evaluate the program and provide feedback. If the pilot is successful and most of those impacted by the new curriculum find that the program is viable and aligned to the standards, then representatives from each impacted school (usually the Department Chairs) will formally evaluate the program and type a report that explains how and to what extent the program addresses course standards and objectives. This report is presented to the District School Board along with curriculum materials. The Board is given the opportunity to evaluate the curriculum and report, and then at another meeting, the Board votes on whether to proceed with the curriculum adoption.

Every course taught at Robert F. Kennedy High School has an established, standards-based curriculum. For each course, the curriculum consists of the following required components:

- Common Core/CTE/NGSS Standards
- Course descriptions/standards rubrics
- Expected Schoolwide Learning Results
- Board-approved textbooks

On August 15, 2017, the Delano Joint Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2017/2018-04 which certifies as required by Education Code §60119 that (1) sufficient textbooks or instructional materials, or both, have been provided to all students, including English learners, within the

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district to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, 2) all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, 3) all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, 4) textbooks and instructional materials are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects: history/social science, mathematics, English/Language Arts (including the English language development component of an adopted program), science, foreign language, and health, 5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

The full resolution of the Board of Trustees is found in *Appendix M*: *Additional Information*.

School Facilities are in Good Repair

Evaluation ratings using the District's Facility Inspection Tool reports Robert F. Kennedy Robert F. Kennedy's facilities as "Exemplary" based on an evaluation of the following.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 02, 2016			
System Inspected	Repair Status		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		
Interior: Interior Surfaces	X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X		
Electrical: Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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As detailed in the District LCAP, based on the 2017 Facility Inspection Tool, Robert F. Kennedy High School is in the highest degree of "Good Repair" in the District at 99.48%.

Robert F. Kennedy High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Routine inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

Campus Improvement Projects	
2012-2013	- Exterior painting projects - Completion of stadium and library - Completion of practice gym
2013-2014	Exterior painting projects
2014-2015	- Exterior front inner quad walls painted - Stadium restroom painting was completed, - Fencing underneath stands completed 25 new projectors installed in 25 classrooms
2015-2016	- Additional projectors installed in 30 classrooms - Sweeper purchased to clean parking lots - Exterior painting projects

Per the District LCAP, for the 2016-2017 school year, damaged wiring at Kennedy was repaired.

In regards to science facilities, teachers have access to a traditional classroom and a science laboratory respectively. In the lab science classes (CP Biology, AP Biology, CP and Honors Chemistry, AP Physics and CP Physics) the lab activities performed by the students emphasize the following: the development and testing of hypotheses; collection, analysis, and presentation of data, and a clear discussion of results. The labs have been designed to support the themes and concepts students are learning in class. Science teachers try to conduct a minimum of 10 labs per school year for each lab science class.

Science teachers begin each year with almost all the lab equipment and chemicals needed to conduct the selected labs and activities for each class. Several purchase orders are made throughout the year to acquire additional consumable supplies and/or chemicals as they are needed. The Science department has three different types of storages for chemicals: one for acids, one for flammable chemicals, and one for other chemicals. All chemicals are kept in the stockroom, away from student access. Glassware and other supplies are stored in closed drawers and cabinets.

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Priority 2 – Implementation of Academic Standards

The District's LCAP report for 2017-2018 indicates that based on administration observations, all schools in the District have 95% implementation of the academic content and performance standards. Per the District LCAP, 99.5% of English Learners were provided 55-171 daily minutes of CSS ELA and ELD instruction, in which ELD Common Core standards are implemented in all English and ELD and ELA intervention classes daily.   While the LCAP does not specify the degree to which Kennedy has implemented Academic Standards, other evidence (snapshots, department scope and sequences, course outlines, local AERIES queries, etc.) indicates that at Kennedy there is 100% implementation of the academic content and performance standards, with 100% of EL students being provide 57-171 daily minutes of CCSS ELA and ELD instruction in which ELD Common Core standards are implemented in all English and ELD and ELA intervention classes.

Robert F. Kennedy has the expectation that all classes are to be aligned to academic standards. Administration expects teachers to post lesson standards and objectives on their boards daily; these objectives are derived from lesson standards. As part of the teacher evaluation system, administration checks for these posted lesson standards and objectives. When teachers are frequently not posting standards and objectives, administration will remind staff of expectations by way of announcements at department and school meetings.

Every core academic class has a scope and sequence detailing lesson units and course standards to be taught throughout the semester/year. These scope and sequences are aligned to each subjects' respective standards. Departments have many opportunities throughout the school and calendar year to evaluate and refine these course scope and sequences so that they best meet student needs and appropriately address content and academic standards. Departments meet to conduct curriculum work during the bi-weekly late starts, during pull-out time during the school day, during extra-duty hours after school or on Saturdays, and during extra-duty time during summer and winter breaks.

When a department undergoes a formal curriculum adoption, the District seeks feedback from all school sites that will use the curriculum. Representatives from each impacted school (usually the Department Chairs) will formally evaluate the program by typing a report that explains how and to what extent the program addresses course standards and objectives. Only if the curriculum is found to be appropriate for the department and intended courses, and only if the curriculum is found to be aligned to the course's standards, does the department move to adopt curriculum and present it to the District School Board for approval.

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Priority 3 – Parent Engagement

Robert F. Kennedy High School participates in District endeavors to seek parent involvement and input in school decision-making. Through DELAC parents actively participate in the development of the LEA and LCAP plans. The district conducts at least four meetings throughout the year with an average of four parent representatives from each comprehensive high school. Each school site, including Robert F. Kennedy High School, conducts formal ELAC meetings at least four times a year.

Robert F. Kennedy provides the following opportunities for parental involvement and input in school decision-making:

➢ ELAC - Formal meetings are conducted at school at least four times annually. At these meetings, Kennedy shares with parents their rights for involvement in the planning and decision making through ELAC, conducts Needs Assessment, and provides training and education to parents on CELDT, ELPAC, and other areas identified on the Needs Assessment.

➢ Title I – Formal meetings are conducted at the district and site levels at least twice annually. At these meetings, Kennedy shares with parents their rights for involvement in the planning and decision making through Title I programs.

➢ School Site Council – Kennedy conducts a minimum of four school site council meetings on an annual basis; these meetings are held at varied times in the day to accommodate parents and other SSC members.

➢ Migrant Program – Parent advisory meetings are conducted at least four time annually.

➢ SEPAC (Special Education Parent Advisory Committee) – The district conducts annual meetings to conduct a needs assessment and receive constructive feedback from parents on improving student outcomes.

➢ School-site parent involvement opportunities include participation in Back to School Night, parent trainings on college and career readiness, parent notifications via Blackboard Connect, Coffee with the Counselors, participation in academic/educational field trips, and access to student information via AERIES Parent Portal.

➢ School-Parent Compact – Each year, Kennedy sends home a compact for parents, students, teachers, and the principal to sign. This compact is a list of agreements for ways in which staff and families will work together to promote student achievement and success at Kennedy.

In addition to the aforementioned opportunities for parent involvement, Kennedy conducts LCAP parent surveys to solicit feedback from parents and input to be used in the school decision-making process.

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Priority 4 – Performance on Standardized Tests

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

Kennedy's students have demonstrated strong achievement on the initial administrations of the CAASPP assessments in English and Math. In both years for which data has been released, more of Kennedy's students have reached proficiency levels (Standard Met or Standard Exceed) in English than have in Math – a reversal of the trend in ELA and Math in previous years' achievement on the CAHSEE and CSTs. Both ELA and Math have demonstrated growth from 2015 to 2016. Both English and Math dipped in 2017, but the results (Standard Exceeded and Standard Met) were still much higher than County or State. It is also important to note that the junior class size in 2016 (196 students enrolled) was much smaller than in 2015 (234 students enrolled) or 2017 (271 students enrolled).
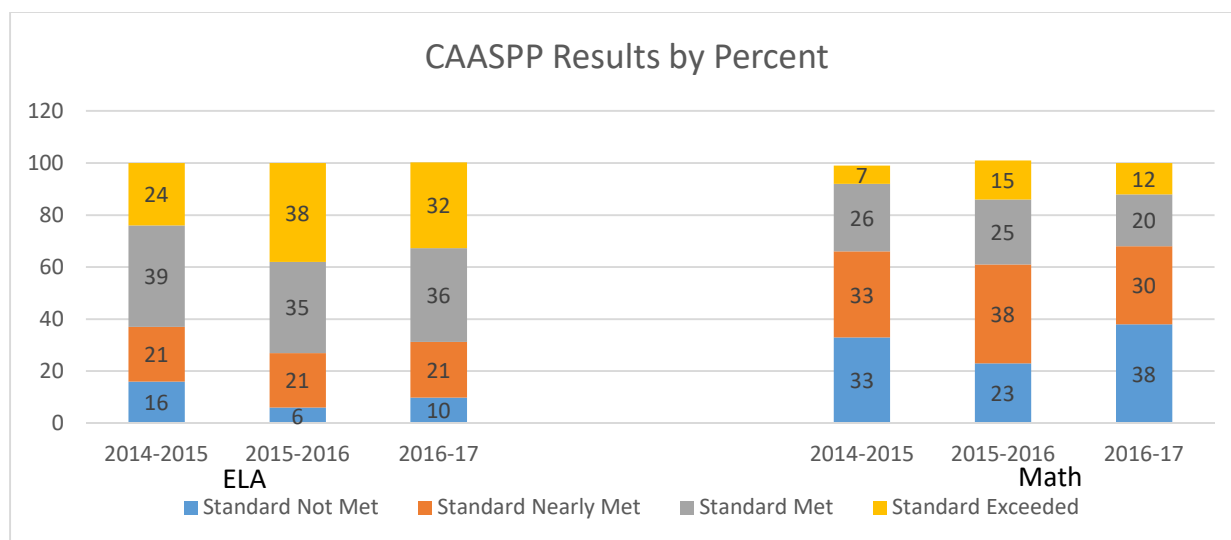
While it is still early in the administration of the CAASPP assessments to truly gauge a trend, Kennedy's ELA and Math attainment rates consistently exceed that of both the county and state.

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CAASPP Results Comparison: Standards Met or Exceeded by Percent

Legend: RFK ELA | County ELA | State ELA | RFK Math | County Math | State Math

2014-2015: 62, 33, 56, 33, 23, 29
2015-2016: 73, 38, 59, 40, 25, 33
2016-2017: 69, 52, 60, 32, 21, 32

Analysis of the three main subgroups at Kennedy (Students with Disabilities, Economically Disadvantaged, and English Learners) reveals strong achievement in ELA for both the economically disadvantaged and English learners for all three years which data is available (2015, 2016, 2017). In Math, significant subgroups generally do not perform as strongly as they do in English. The English Learner group does particularly well in English and Math when compared to the District (23% met or exceeded standard in ELA; 5% in Math), the county (9% met or exceeded standard in ELA; 2% in Math), and the State (10% met or exceeded standard in ELA; 4% in Math).

The subgroup whose performance is most concerning is that of Students with Disabilities. For 2015 and 2016, students in that subgroup were unable to meet or exceed standards in either English or Math. In 2017, achievement for that subgroup improved, and 29% of Students with Disabilities were able to meet standards in English and 4% in Math. While this is promising, students in that subgroup were still unable to exceed standards in either English or Math.

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English: Percentage of Students at Standards Met or Exceeded by Subgroup

	2014-2015	2015-2016	2016-2017
Students with Disabilities	0	0	29
Economically Disadvantaged	61	72	68
English Learner	23	28	34

Math: Percentage of Students at Standards Met or Exceeded by Subgroup

	2014-2015	2015-2016	2016-2017
Students with Disabilities	0	0	4
Economically Disadvantaged	33	37	33
English Learner	9	3	13
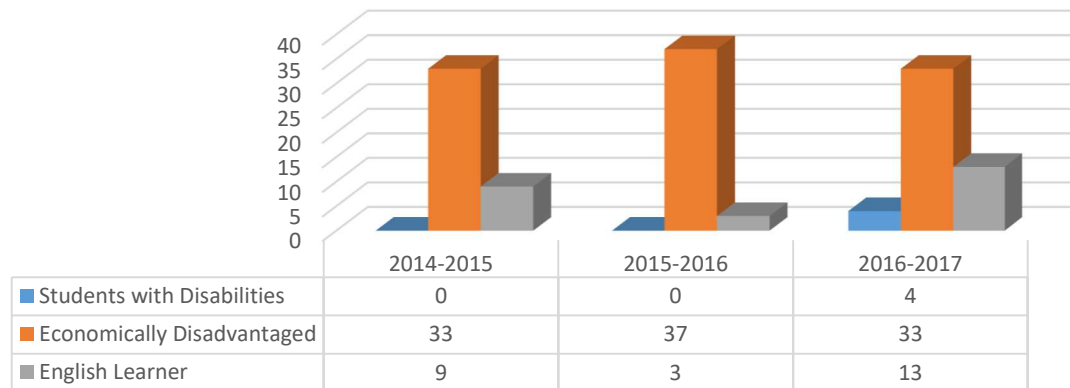
For all years of data, Kennedy has had higher participation rates on the CAASPP of nearly 100% of enrolled students participating in 2015 and 2016 and 100% of enrolled students participating in 2017.

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CAASPP Partcipation
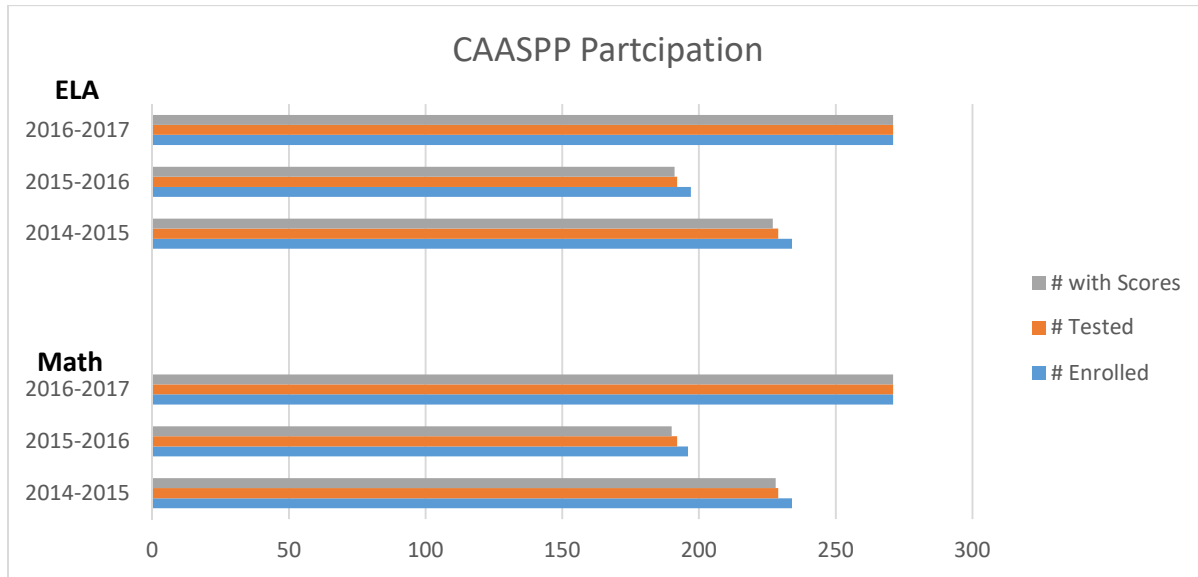
College Admissions Assessments: SAT, ACT, and EAP

A greater percentage of Kennedy's students take the SAT than Kern County on average. In 2012-13 and 2013-14, a slightly larger percentage of Kennedy's senior students had taken the SAT than the district average. In Spring 2015, Kennedy offered for the first time an extended-day SAT preparation course to juniors (7th period SAT Prep). Kennedy had two goals for this program addition. The first was to encourage students to take the SAT as juniors, early enough for students to get their scores back with enough time to study and work on weaknesses, so they can retest with stronger scores as seniors. The second was to acquire SAT achievement data as an additional means for determining college readiness (as indicated on the EAP) and properly place seniors in English and Math classes.

For that first year, Kennedy offered two overflowing sections of SAT preparation classes in both English and Math, targeting the March SAT testing dates. Academic counselors took several of the class days to help juniors sign-up for the testing date. The SAT participation data for 2015-2016 reflects the participation of that year's graduating class reporting how many students in that year's graduating classes participated in the SAT, not how many students tested that year. As such, the 2015-16 participation data reflects on the success of the SAT preparation class in encouraging more students to take the SAT and thereby increased accessibility to college and career opportunities.
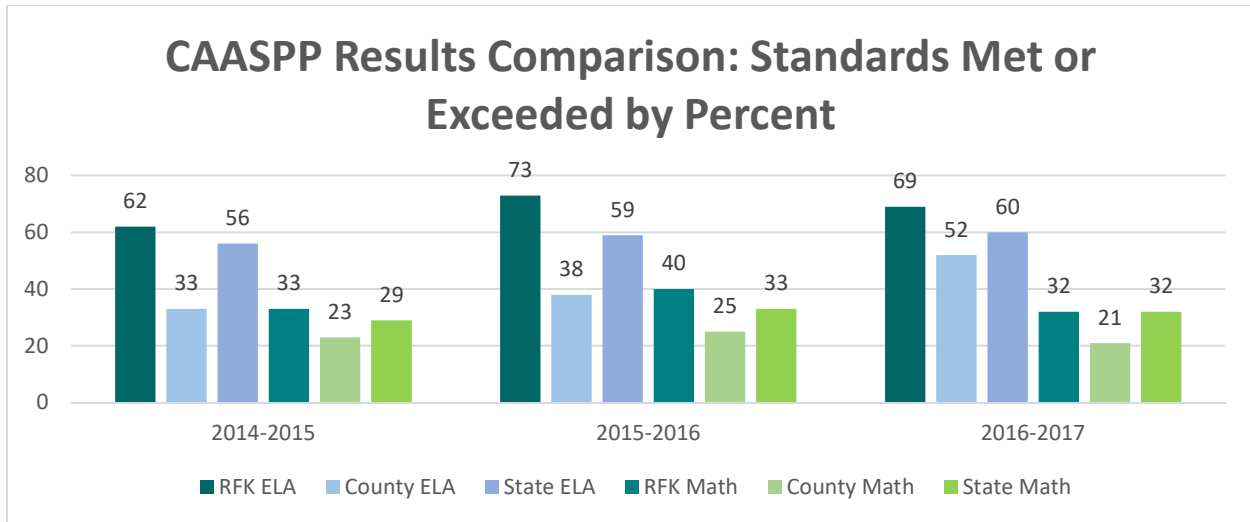
SAT:% Tested

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	2012-13	2013-14	2014-15	2015-16
RFK	33%	40%	38%	74%
DJUHSD	32%	33%	38%	66%
County	30%	30%	33%	47%

In March 2016, the newly designed SAT replaced the previously administered SAT. Along with changes in question types and content, the newly redesigned SAT's scoring system changed from a three-part test with a maximum score of 2400 to a two-part test with a maximum score of 1600. The writing section is also no longer a requirement. As such, SAT data from 2016 is not comparable to data prior. In fact, beginning with 2015-2016, SAT scores have been reported only in the new break down.

With only one year of reported data on the new SAT, few conclusions can be made. What can be noted is that Kennedy's students score in range with the District scores, which are themselves only slightly below the County's scores.
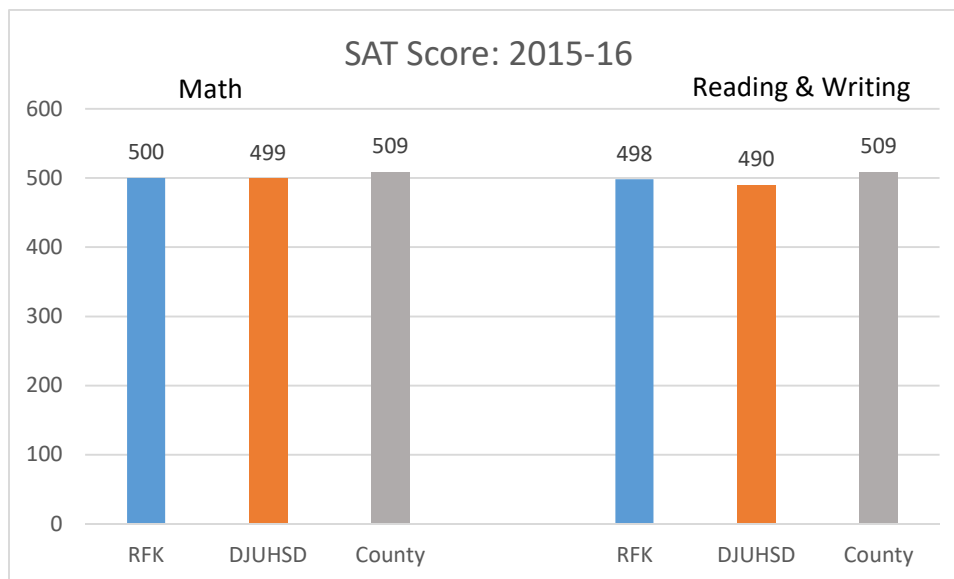
The new SAT sets benchmark scores for college and career readiness. As the SAT scores, few conclusions can be made about Kennedy's achievements, other than to say that the percentage of Kennedy's students who met the SAT Benchmarks for College and Career Readiness is in range with the District. The County's percentage is, however, slightly higher.
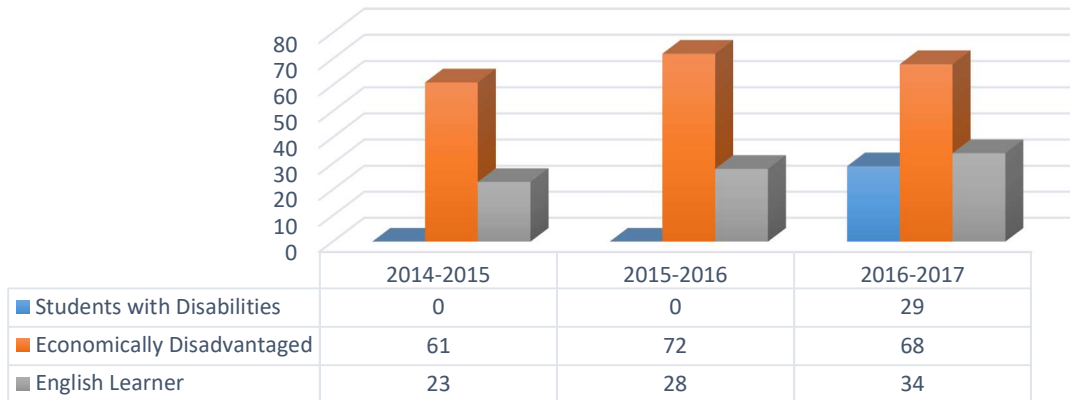
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SAT: Percent Met ERW and Math CCR Benchmarks

	RFK	DJUHSD	County
	30.06	30.95	37.56

In the last three years of the old SAT, students' average SAT Reading and Writing scores were for the most higher than District averages but lower than county averages. The exception to this was in 2014 when Kennedy students scored lower than District or county on all sections of the SAT (ELA and Math). Kennedy's average Math SAT scores were near but lower than District averages.

SAT Average Scores: Reading

	2012-13	2013-14	2014-15
RFK	443	421	443
DJUHSD	435	436	439
County	462	464	459

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SAT Average Scores: Writing

	2012-13	2013-14	2014-15
RFK	430	429	449
DJUHSD	428	437	436
County	452	455	449

SAT Average Scores: Math

	2012-13	2013-14	2014-15
RFK	453	443	449
DJUHSD	456	457	457
County	471	474	467

Robert F. Kennedy focuses primarily on the SAT when providing support and additional instruction to students for College Admissions Assessments. However, counselors and teachers do encourage students to also take the ACT. Perhaps because Kennedy focuses more on the SAT than the ACT, the ACT results for Kennedy show no real pattern of growth. Neither, however, do they show a pattern of decline. Results shift in each subject area but remain within range of the previous year's scores.

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ACT School Level Scores

	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
2013-14	218	28	20	19	21	19	11	39.29%
2014-15	223	27	18	18	20	20	11	40.74%
2015-16	234	19	18	17	20	18	5	26.32%

Robert F. Kennedy's ACT scores are within range of the District's average ACT scores; however, they are slightly lower than the County or State average SAT scores.

	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
Robert F. Kennedy	234	19	18	17	20	18	5	26.32%
Delano Joint Union High School District	956	212	20	18	20	19	73	34.43%
Kern County	13,297	1,421	21	20	21	20	660	46.45%
State	492,835	108,679	22	22	22	22	62,426	57.44%

Prior to the administration of the California Assessment for Student Performance and Progress (CAASPP), the Early Assessment Program (EAP) test was made of an addendum of extra questions attached to the 11th grade English and Math California Standards Tests and an additional essay assignment administered in March. Performance results of college ready and conditionally ready were based on student performance on the additional questions. Beginning with the 2014-2015 administration of the CAASPP common core assessments, the EAP test is now embedded into the CAASPP. College readiness is determined by degree of achievement of the standards. "Standard exceeded" indicates college ready, and "standard met" indicates conditionally ready. The data provided shows EAP results from before and after the transition.

Prior to 2015, the percentage of students scoring as college ready and conditional ready combined was higher in Math than in English. When the CAASPP assessments replaced the CSTs and EAP cut scores were now derived from the CAASPP, Math saw a drop in the percentage of students achieving conditionally ready status on the EAP. Students are more likely now to identified as College Ready or Conditionally Ready in English than in Math.
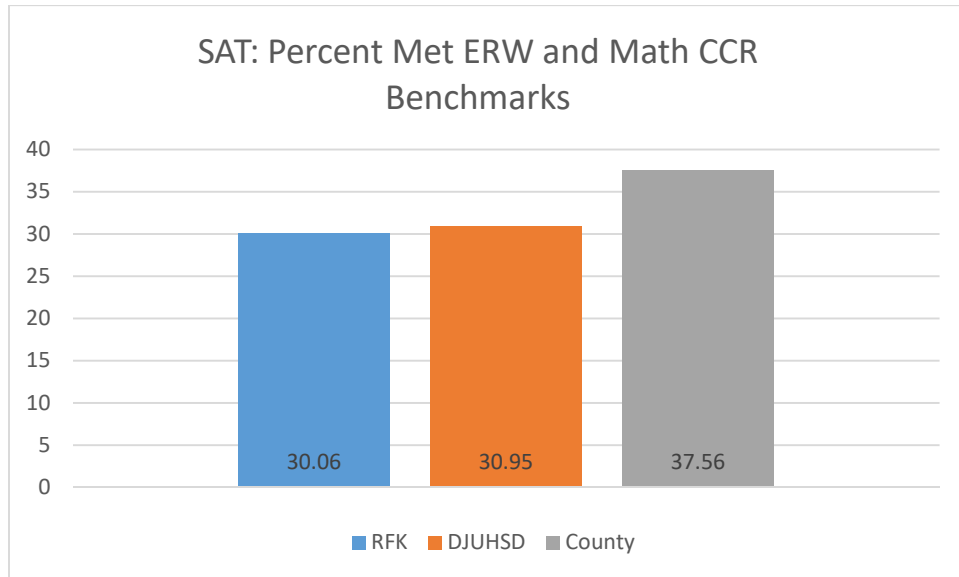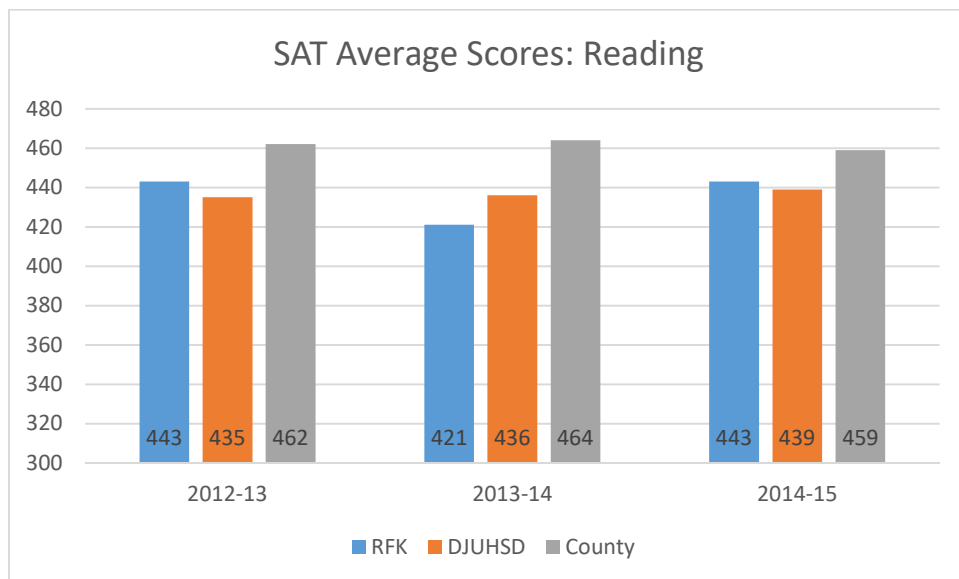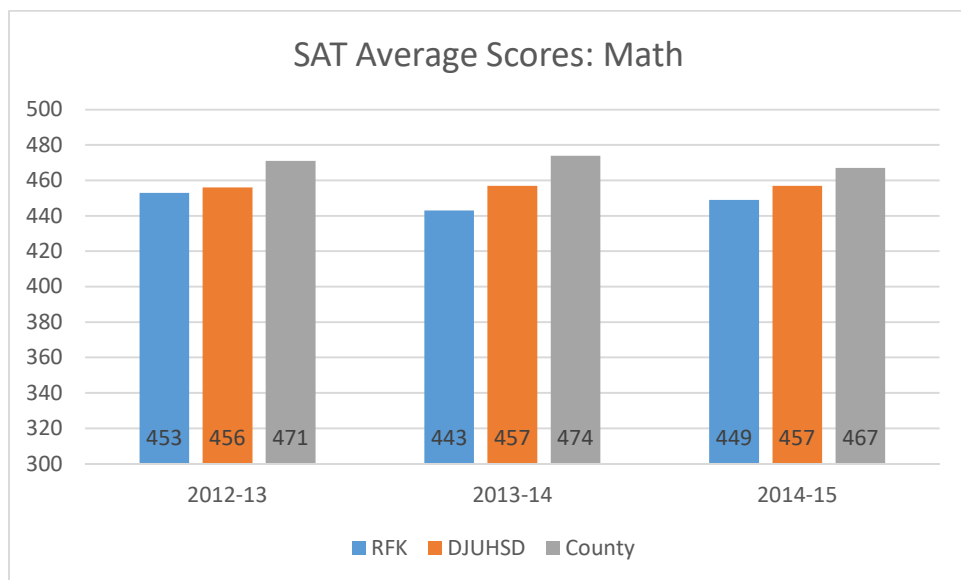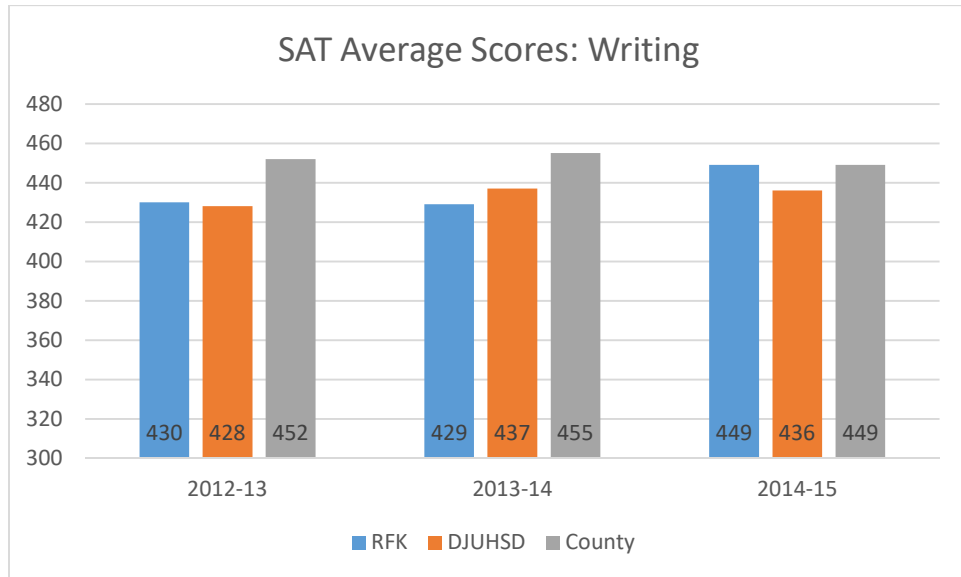
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EAP Results by Percentage

	College Ready: ELA	College Ready: Math	Conditionally Ready: ELA	Conditionally Ready: Math
2013-2014	22	9	18	56
2014-2015	24	7	39	26
2015-2016	38	15	35	25
2016-2017	32	12	32	20

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. Nagib Obeid, Kennedy's Assistant Principal of Curriculum and Instruction, 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.

Kennedy has experienced a substantial growth in the number of students taking AP exams between 2013 and 2017. In 2017, the number of students who participated in the AP program represented 147% of 2013's participation rates. While more students participated in the 2017 administration of AP exams, fewer test scores were reported, suggesting that students did not take as many AP exams in previous years (on average 1.8 exams per student in 2017 compared to 2.1 in 2016). In other words, more students are participating in AP testing, but fewer are opting to take multiple exams.
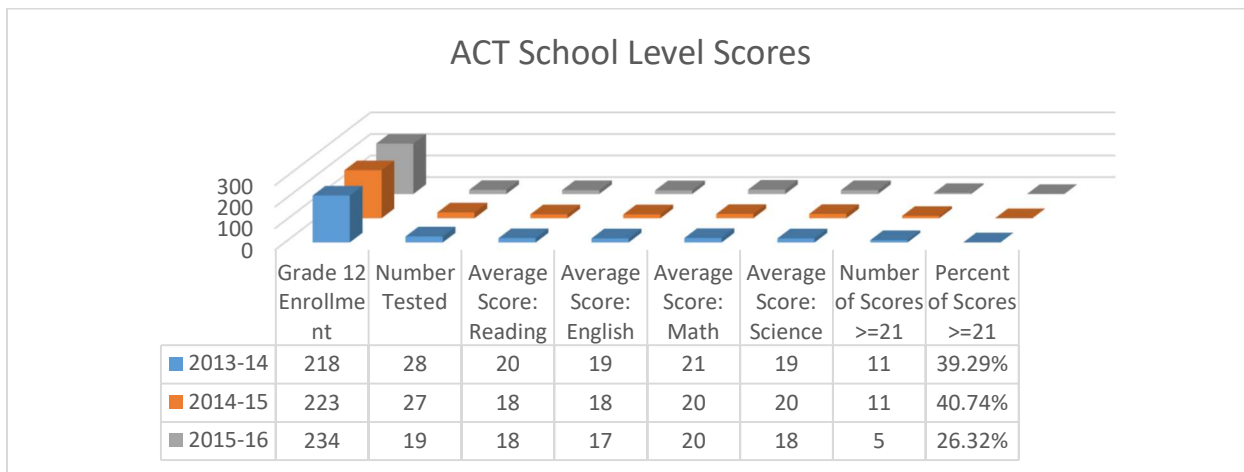
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AP Participation

- Grade 10-12 Enrollment
- Number Tested
- Number of Scores Reported

Year	Grade 10-12 Enrollment	Number Tested	Number of Scores Reported
2013-14	679	150	271
2014-15	686	163	336
2015-16	743	148	313
2016-17	817	220	415

*For the 2012-13 school year, grade enrollment data reflects only grade 11 – 12 enrollment.

For the most part, Kennedy's AP passing rates are lower than the District's passing rates, and lower than the county's passing rates. The District's passing rates are also lower than the county's passing rates. In 2014, Kennedy's AP passing rate (scores of 3 – 5) increased substantially: this coincides with a drop in the number of scores reported despite a nearly 50% increase in the number of students testing, suggesting students focused on AP exams for subjects they were more confident in. In 2015, Kennedy's AP passing rates declined but ratio of scores reported to students tested increased (from 1.8 reported scores-to-tester in 2014 to 2.1 in 2015). Kennedy saw modest improvement in AP passing rates in 2016 but another substantial increase in scores-to-testers ratio (3.1 scores-to-testers). In 2017, AP passing rates suffered another decline at Kennedy and the District. AP passing rates remain an area of focus for Kennedy.

AP Passing Rates

	2012-13	2013-14	2014-15	2015-16	2016-17
RFK	23%	37%	31%	32%	29%
District	32%	35%	34%	33%	31%
County	46%	47%	46%	46%	
California	63%	62%	62%	58%	60%
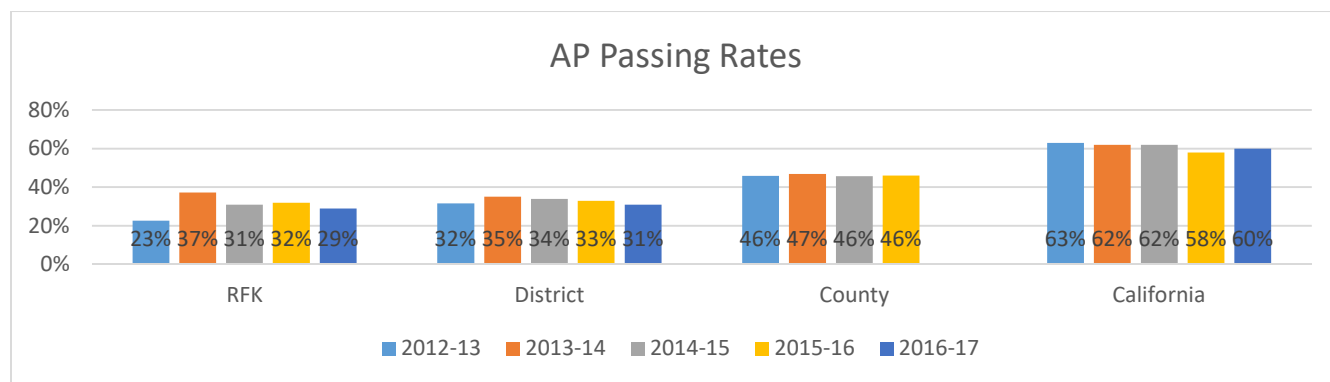
English Learner Proficiency

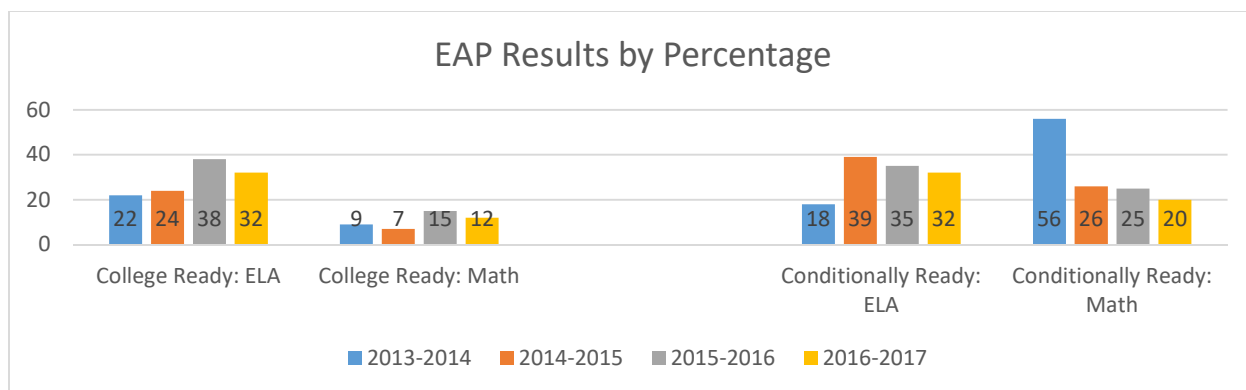According to the California School Dashboard, for the spring 2017 reporting term, Kennedy had

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an English Learner Progress rate of 83.7% with +0.1% maintained; this places Kennedy's performance within green levels.

					English Learner Progress Indicator								
Color	Status Level	Change Level	% – Current Year Status	Change	# of students tested in 2014-15	# of students tested in 2013-14	# of students RFEP'd in 2013-14	# of students RFEP'd in 2012-13	# – Current Year Status	Current year # of testers and RFEP students	# - Prior Year Status	Prior Year # of testers and RFEP students	Percent – Prior Year Status
Green	High	Maintained	83.7%	0.1%	230	287	71	30	252	301	256	317	83.6%

Historical CELDT data indicates that most of Kennedy's EL students score as Intermediate or higher on the annual assessment. Over the last four years, there has been a decline in the percentages of EL students scoring as Advanced and Early Advanced, but this is to be expected to some degree as students meet other criteria for reclassification and are exited out of the English Language Learner Program.

CELDT: Annual Assessment				
Number and Percent of Students at Each Overall Performance Level				
	2013-2014	2014-15	2015-16	2016-2017
Advanced	65 (22%)	43 (18%)	41 (15%)	45 (15%)
Early Advanced	33 (49%)	124 (52%)	123 (46%)	114 (39%)
Intermediate	63 (21%)	54 (23%)	65 (23%)	94 (32%)
Early Intermediate	13 (4%)	7 (3%)	25 (9%)	25 (9%)
Beginning	2 (6%)	10 (4%)	14 (5%)	13 (4%)

Over the last three years, the number of English Learners has increased and both the rate and number of students redesignated has declined. The decline in redesignation rates can be attributed to changing criteria for redesignation, which look at English CAASPP results, an assessment students only take once in high school.

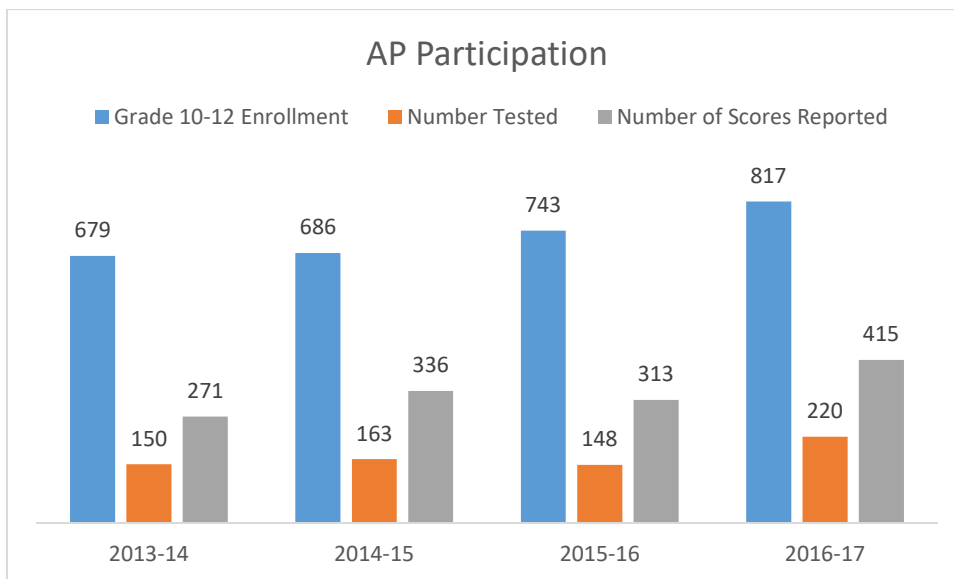| Annual Reclassification (RFEP) Counts and Rates			
	2014-15	2015-16	2016-17
English Learners	262 (25%)	300 (26.6%)	313 (27.7 %)
Fluent-English-Proficient Students	604 (57.7%)	631 (56.2%)	602 (53.4%)
Students Redesignated FEP	106 (33.1%)	36 (13.7%)	36 (12%)

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Long-term English learners (LTELs) are students who have been in school for more than six years but have not progressed toward English proficiency; these students consequently struggle academically. Most of Kennedy's EL students who have been here for 6 years or more are considered LTELs and are not adequately making progress toward English proficiency. For the two years of which LTEL data has been collected, Kennedy's largest groupings of LTELs reside within 9th and 10th grade.

Year/Grade		English Learners				RFEP	Total (Ever-EL)
		0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
2015-16	09	14	2	62	45	178	301
	10	14	1	57	13	142	227
	11	6	2	25	13	121	167
	12	3	1	25	15	136	180
2016-17	09	17	3	43	27	14	230
	10	12	3	86	12	167	280
	11	11	2	37	19	144	213
	12	6	1	27	6	110	150

Kennedy's percentages of LTELs are within range of the other comprehensive schools within the District. All schools within the District have a much higher LTEL percentage than the county average.

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LTEL 6+ Years

Legend: RFK | CCHS | DHS | District | County

2015-16: 19% | 21% | 20% | 21% | 11%

2016-17: 22% | 22% | 24% | 24% | 10%

Local Assessments

1. Local Tests and Examinations

Core departments have been developing local assessments (called FACS) of common standards. These assessments are local to Kennedy. The District has been working with departments to facilitate cross-district collaboration in order to develop District Common Assessments (DCAs). This process is ongoing (to date, only Science has fully created and implemented DCAs, and English is the process of doing so), and the process for gathering this data for the purposes of LCAP has not been fully implemented.

2. Placement Tests

During late spring, usually in mid-May, several of Kennedy's teachers, counselors, and Local Assessment Coordinator, visit the feeder schools to proctor a placement exam. The content and structure of this placement exam has changed over the years due to time restrictions, requests from the junior high schools, and from efforts to create a standardized placement exam for the entire District. The exam includes a section for both English and Math. Initially, the English section contained a multiple choice section and brief essay task. However, due to time limits requested by the feeder schools, the test has been pared down to an essay task. The Math section is entirely multiple choice. The results of these assessments are used in combination with student grades to place students into varying levels of English and Math classes. The English placement exam is graded at each school site by a selection of high school English teachers, using a common rubric with indicators designating ability levels. Based on how each sample aligns to the indicators, these teachers will make placement recommendations. Currently students are placed into either College Prep or Pre-AP levels for English; Kennedy does not offer general level English classes until 10th grade. If the placement exams suggest students are struggling, the English teachers will recommend placing these students in CP with an additional English support class.
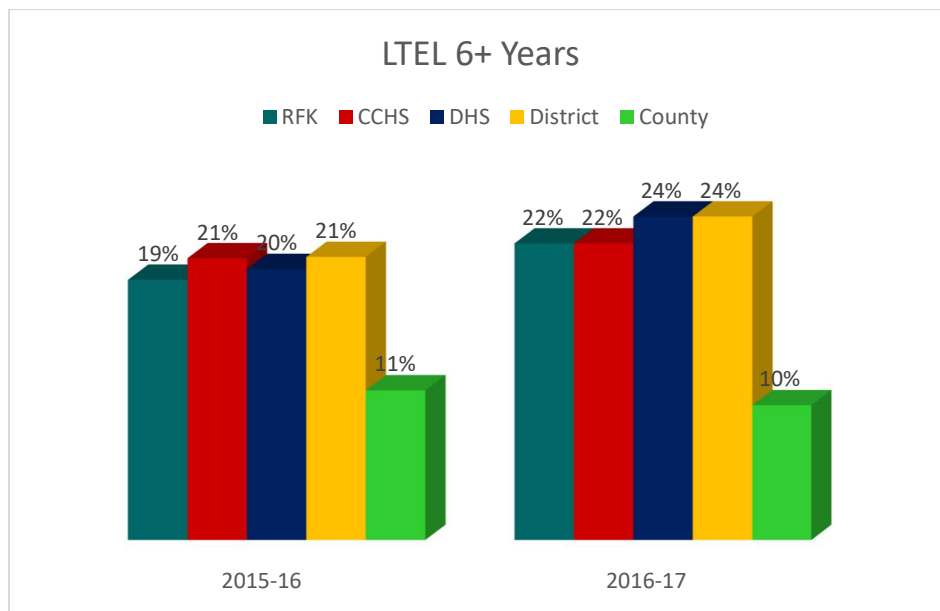
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Data from these placement exams is not currently gathered for LCAP/LCFF purposes.

3. **Report Card Analysis of Ds and Fs**

The number of failing grades Kennedy's students have received since Spring 2016 to Spring 2017 has remained relatively stable. Both Spring 2016 and 2017, a total of 994 D and F grades were received by students. This number is higher than in Fall 2016, when only 860 students received a D or F grade.

While Ds are failing grades in UC a-g level courses, Kennedy does not consider them failing grades toward meeting graduation requirements. When students earn Ds, counselors look at the program those students were working toward, their academic goals, and course availability to determine whether to place those students back into the courses they failed. The introduction of *Edgenuity* in Fall 2016 has given counselors another avenue toward helping students retake classes and return to the UC a-g track.

	Spring 2016	Fall 2016	Spring 2017
Ds	626	559	632
Fs	368	301	362
Total Ds & Fs	994	860	994

The majority of grades Kennedy's students received in any given term are passing grades. For Spring 2016, the semester with the fewest passing grades, 85% of grades were still higher than a D or F. The consistency in percentages of Ds and Fs to other grades over the course of the last three semesters suggests grading expectations and student achievement is consistent across Kennedy.
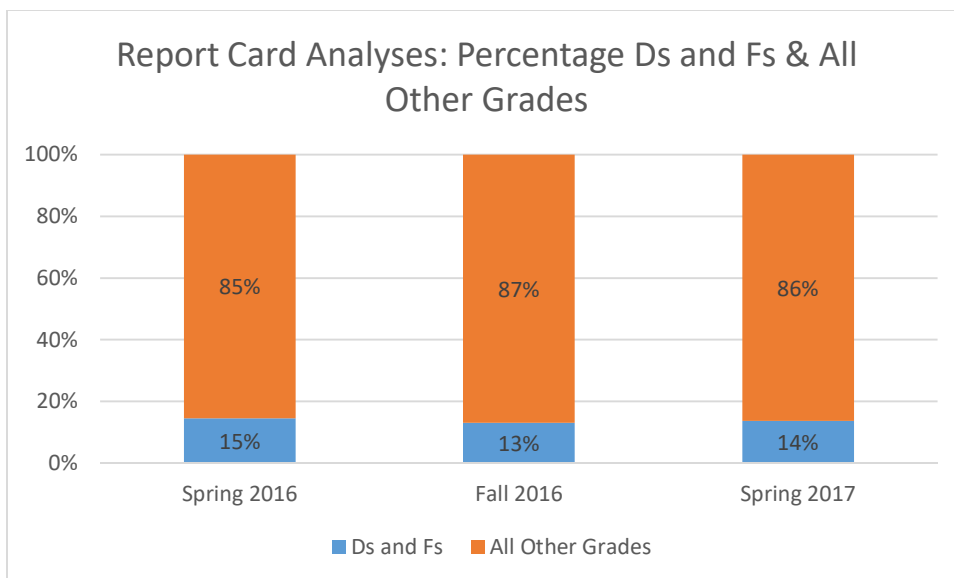
Report Card Analyses: Percentage Ds and Fs & All Other Grades

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Priority 5 – Pupil Engagement

Graduation Rate

Since opening, Kennedy's overall graduation rates have remained high and well-above county and state graduation rates. In most years, Kennedy's graduation rates exceed the District rates. This was not the case in 2014 when Kennedy's graduation rates dipped some (although remained solidly over 90%). The graduating class of 2016 saw a graduation rate of 98.7 percent.

Graduation Rates: District and County Comparison

	2013	2014	2015	2016
RFK	95.8	92.7	98.2	98.7
District	92.9	93.5	96.2	96.4
County	76.4	79.7	82.5	84.3
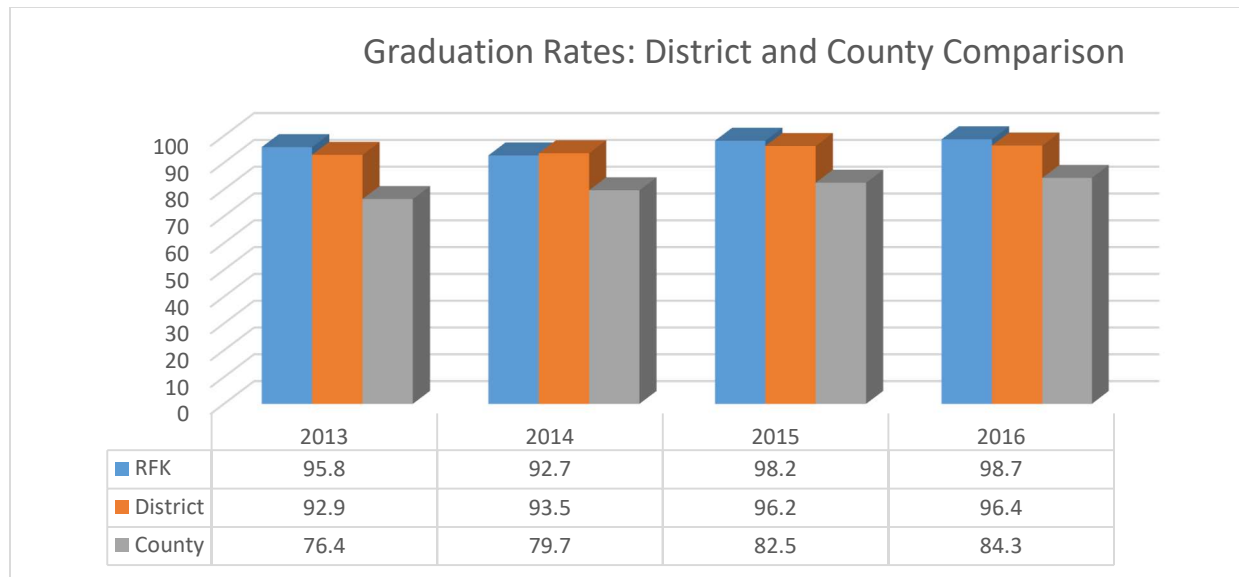
Most of Kennedy's subgroups have strong graduation rates close to or equal to the overall program graduation rates. Only two subgroups historically have had significantly lower graduation rates (Special Education and White); however, in the most recent year of data, the graduation rates of those two subgroups has improved and reached 100%. Beginning with the graduating class of 2015, the CAHSEE was suspended as a graduation requirement. This could explain why graduation rates improved within those two subgroups.

The percentage of graduating seniors who leave Kennedy UC a-g approved has remained less than half of the graduating class. The introduction of *Edgenuity* in Fall 2016, should help improve UC a-g graduating rates as the program allows for credit recovery of those types of courses.

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Graduation Rates

Category	2016	2015	2014	2013
Dropout Rates	0	1.3	1.7	2.9
UC/CSU A-G	44	44	45	38
English Learners	97.3	97	89	92.4
Special Education	87	100	50	88.9
Socioeconomically Disadvantaged	98.7	98.2	92.7	95.8
White	100	100	66.7	75
African American		100	100	100
Filipino	94.7	100	100	95.5
Asian	100	100	100	100
Hispanic or Latino	99.1	98	92.4	96.1
Male	98.4	98.2	91.5	95.1
Female	99.1	98.3	93.9	96.5
All Students	98.7	98.2	92.7	95.8

Chronic Absenteeism

The rate of chronic absenteeism is not applicable on the LCAP or Dashboard for Robert F. Kennedy High School or the Delano Joint Union High School District. The District chronic absenteeism rate from the 2015-16 Civil Rights Data Collection was 13.7%.

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Available data from 2012-13 and 2013-14 indicates that chronic absenteeism has declined. Of the District's comprehensive high schools, Kennedy's absenteeism rate places it in the middle.

Dropout Rate

Kennedy's dropout rates are far below Kern County's and below the District dropout rates. Even still, Kennedy's dropout rates have been on a downward trend. For the class of 2016, Kennedy's dropout rate was zero.
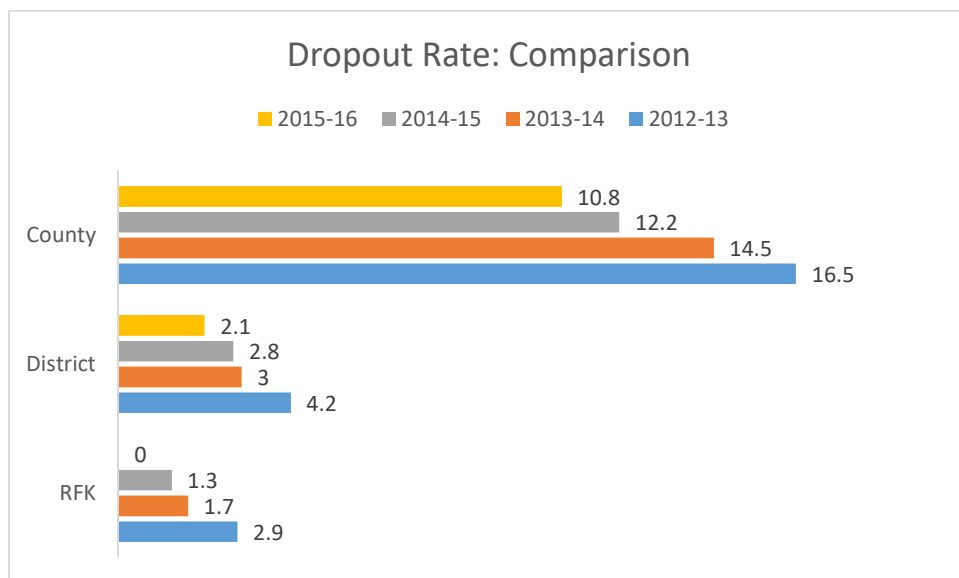
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For the class of 2016, Kennedy's dropout rate was zero.

Even in the year's prior, subgroup dropout rates for Kennedy have been promising. Several subgroups had a dropout rate of 0 for several years, and in the most recent year reported, only three subgroups reported a dropout rate at all (Hispanic, ELs, and Socioeconomically Disadvantaged). The EL dropout rate has been the most persistent and troubling; the rate is more than double Kennedy's overall dropout rate (1.3% in 2015). Promisingly, the dropout rate for ELs has been improving and trending down.

Dropout Rate: Subgroups

	Hispanic	Filipino	Afrian American	White		Els	SPED	Socioeconomically Disadvantaged
2015-16	0	0	0	0		0	0	0
2014-15	1.5	0	0	0		3	0	1.3
2013-14	2	0	0	0		4.4	0	1.7
2012-13	2.9	4.5	0	0		5.1	0	2.9
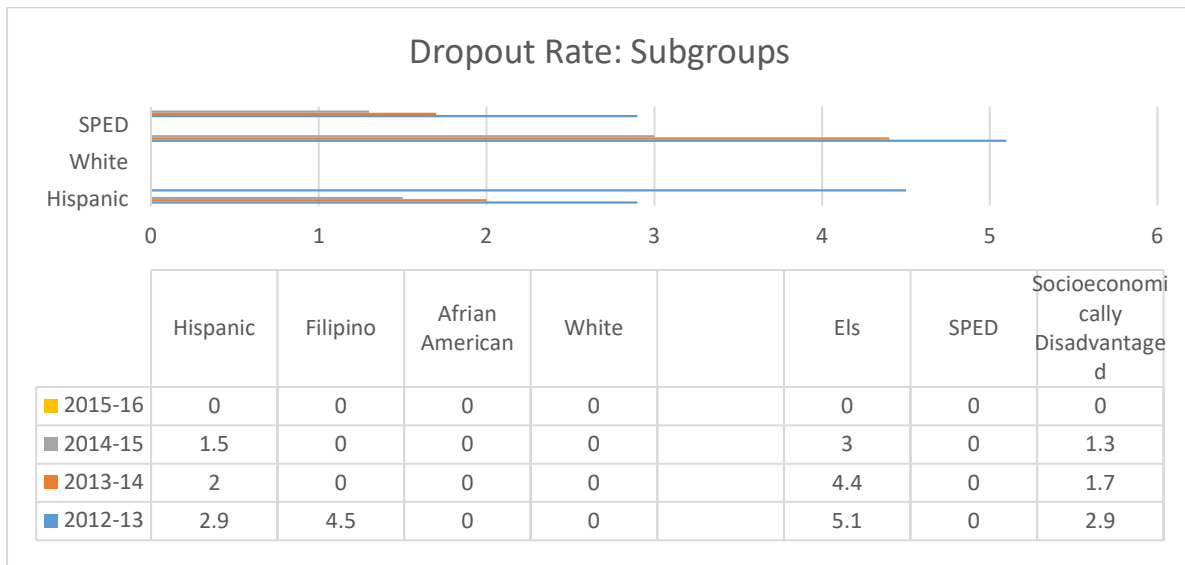
Average Daily Attendance

Average daily attendance at Kennedy is in range with the other two comprehensive high schools in the District (above 95%). In most years, Kennedy's attendance is the second highest, although all three schools are within one or two percentage points of each other. The District's goal for daily attendance is 96.2% (from the 2017-2018 LCAP).
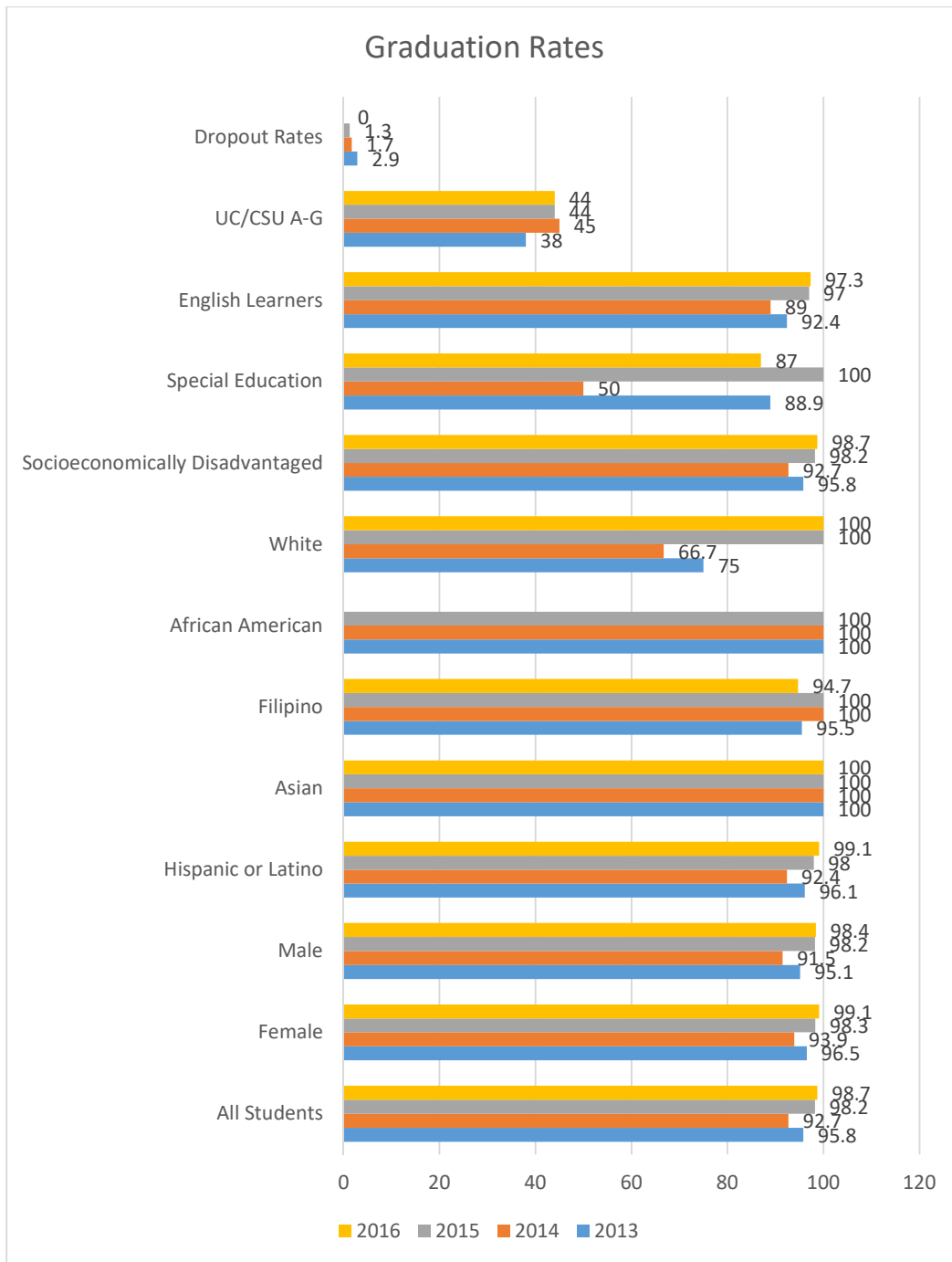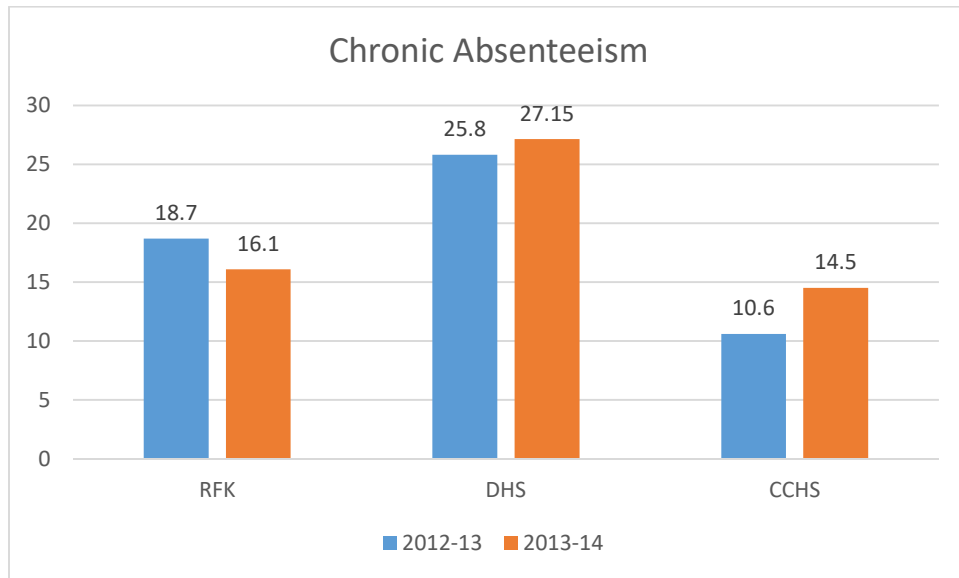
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Average Daily Attendance

Year	RFK	DHS	CCHS
2013-14	95.62	95.91	96.46
2014-15	95.68	95.48	96.61
2015-16	95.82	95.47	96.7

Legend: RFK, DHS, CCHS

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Priority 6 – School Climate

Suspension Rates

Kennedy's suspension rates have been steadily decreasing and are now below District suspension rates. From 2012-13 to 2015-16, suspension rates have dropped to nearly one-third of previous rates. According to state indicators on the Local Control Funding Formula (LCFF) rubrics, both Kennedy's status and change are in the green target categories for the most recent year (2014-15).
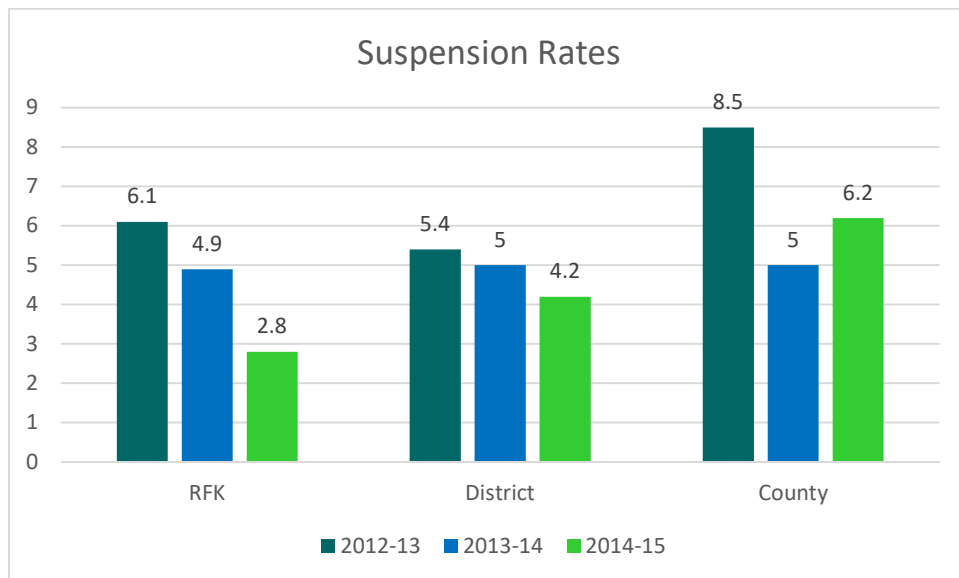
Kennedy's rates do have an area in which improvement is necessary: Students with Disabilities subgroup for which the suspension rate was determined be high (8.3%). To that end, Discipline has taken several steps to address high suspension rates of students with disabilities. If a student with a disability is sent to the office, Discipline evaluates whether the misbehavior is due to the student's disability. Discipline will additionally contact the student's case manager. If the student's misbehavior is due to disability, Discipline will work with the case manager to make any necessary IEP revisions or behavior contracts. As is applicable, Discipline will apply disciplinary methods other than suspension. In severe cases in which Discipline is considering expulsion, administration will work through the Manifestation Determination process.

Whenever Discipline suspends or moves to expel a student with a disability, administration must also fill out a Student Information System Discipline Data form detailing the reasons for the disciplinary action. The Kern County Consortium SELPA requires submission of this form within one week of disciplinary action.
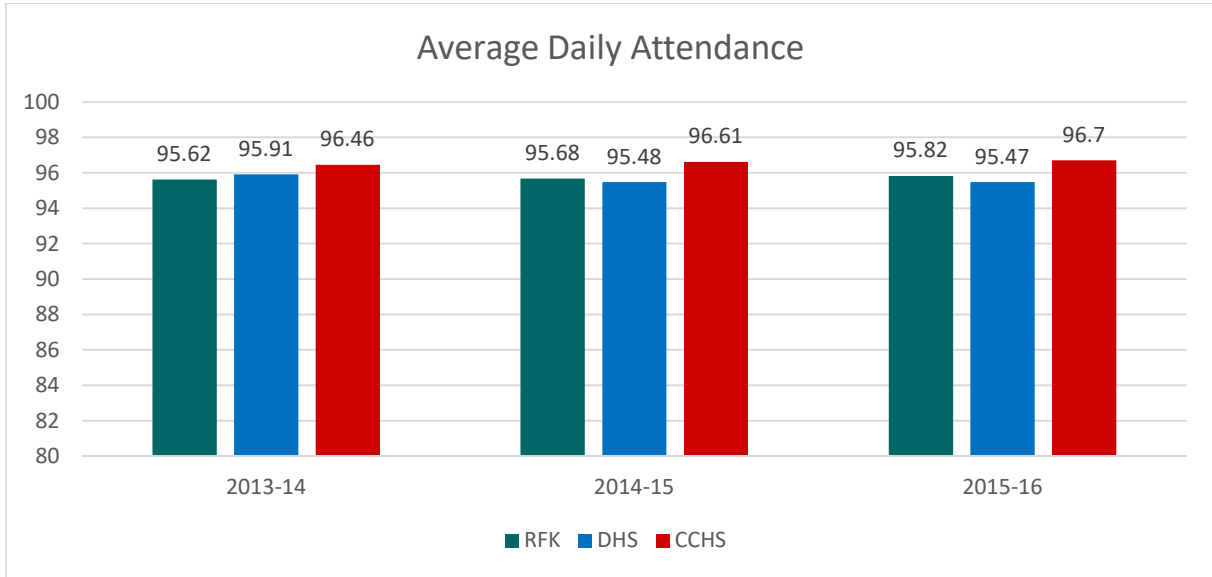
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Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2014-15 Suspension Rate	CHANGE - Difference between 2014-15 Suspension Rate and 2013-14 Suspension Rate	Number of Students Suspended in 2014-15	Number of Students Enrolled in 2014-15	Number of Students Suspended in 2013-14	Number of Students Enrolled in 2013-14	PRIOR STATUS - 2013-14 Suspension Rate (rounded)	Non-certified data flag **
All Students	Green	Medium	Declined Significantly	2.8%	-2.1%	31	1,112	53	1,078	4.9%	N
English Learners	Green	Medium	Declined Significantly	3.5%	-5.0%	9	259	24	283	8.5%	N
Socioeconomically Disadvantaged	Green	Medium	Declined Significantly	2.5%	-2.5%	26	1,030	51	1,013	5.0%	N
Students with Disabilities	Red	High	Increased Significantly	8.3%	3.3%	9	108	5	100	5.0%	N
American Indian or Alaska Native	None	*	*	*	*	*	*	*	*	0.0%	N
Asian	None	*	*	*	*	*	7	*	6	0.0%	N
Black or African American	None	Very Low	Maintained	0.0%	0.0%	0	12	0	12	0.0%	N
Filipino	Blue	Very Low	Declined Significantly	0.0%	-2.3%	0	70	2	88	2.3%	N
Hispanic or Latino	Green	Medium	Declined Significantly	3.1%	-2.3%	31	1,006	51	954	5.4%	N
Native Hawaiian or Pacific Islander	None	*	*	*	*	*	*	*	*	0.0%	N
Two or More Races	None	*	*	*	*	*	4	*	2	0.0%	N
White	None	Very Low	Maintained	0.0%	0.0%	0	13	0	16	0.0%	N

California Healthy Kids Survey

The results of the most recent California Healthy Kids Survey are largely favorable for Kennedy. In nearly every category, Kennedy received an equal or higher percentage of agreement than the other two comprehensive schools in the District. The only exception to this was in truancy, in which Kennedy scored 2nd highest. While Kennedy's results are largely favorable and speak to the school's success within the District, several categories did earn low marks. These categories speak to matters of fair student treatment, student belongingness, and parental-school interactions.

California Healthy Kids Survey	DHS 436 students Agree	CCHS 378 students Agree	RFK 407 students Agree		DHS Teachers Agree	CCHS Teachers Agree	RFK Teachers Agree
Truancy 0-2 times last 12 months	74%	81%	77%				
Feel close to people at this school	66%	65%	67%				
Happy at this school	66%	66%	70%				
Feel like part of this school	56%	64%	66%				
Teachers treat students fairly	53%	59	64%				
Feel safe at this school	62%	76%	76%				
Teachers communicate with parents about what students are expected to learn in class	48%	55%	61%		88%	86%	94%
Parents feel welcome at this	52%	56%	61%		84%	89%	100%

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school						
Staff takes parent concerns seriously	**55%**	**60%**	**66%**	**94%**	**95%**	**100%**
My school is usually clean and tidy	**42%**	**44%**	**69%**			
Feel safe at school	**58%**	**76%**	**73%**			

Teacher participation on the California Healthy Kids Survey represents nearly two thirds of the teaching faculty, and the results are largely positive in how teachers perceive Kennedy. Even the lowest scoring area, staff perception of their participation in decision making, was a high 87%.

	DHS	CCHS	RFK
California Healthy Kids Survey	**61 Teachers**	**46 Teachers**	**50 Teachers**
Learning Environment is supportive and inviting	**98%**	**100%**	**95%**
Sets high standards for academic performance for all students	**97%**	**100%**	**95%**
This school promotes trust and collegiality among staff	**85%**	**93%**	**93%**
Staff participate in decision making	**78%**	**91%**	**87%**
Provides staff resources and training to do job effectively	**81%**	**79%**	**93%**
Safe place for students/Staff	**98%**	**98%**	**100%**
Clean and well maintained facilities	**79%**	**64%**	**97%**

Expulsion Rates

Kennedy's expulsion rates are typically higher than either the District or County expulsion rates. Despite being higher than the county rates, in 2014-15 Kennedy's expulsion rates dropped by half to .02%, just under the District's .03%. They remained at .02% in 2015-16.
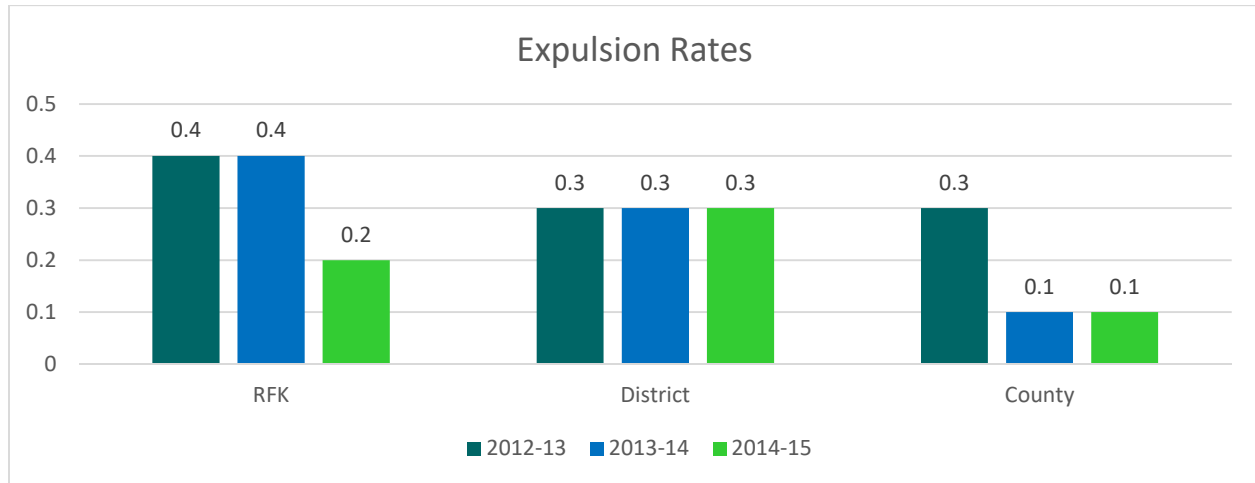
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Expulsion Rates

	RFK	District	County
2012-13	0.4	0.3	0.3
2013-14	0.4	0.3	0.1
2014-15	0.2	0.3	0.1

Student Participation in Co- and Extra-Curricular Activities

While the District does not include Student Participation as an indicator for the LCAP/LCFF, Kennedy does ensure students have many opportunities to participate in co- and extra-curricular activities.

Many of Kennedy's students are involved in co- and/or extra-curricular activities at Kennedy: athletic team participation, club involvement, and ASB. For the current 2017-18 school year, the ASB Executive Council is comprised of 11 students filling an equal number of positions. Kennedy's students have many options for co- and extra-curricular activities. ASB records indicate students had an offering of 36 total sports and clubs in which they can partake.

2017-2018 Co- and Extra- Curricular Offerings		
Agriculture Club	Class of 2020	Spanish Club (formerly MEChA)
Band	Class of 2021	Soccer (Girls)
Baseball	Cross Country	Softball
Basketball (Boys)	FIDM	Special Alliance
Basketball (Girls)	Fellowship	Tennis (boys)
Biology	Football	Tennis (Girls)
Black Student Union	Golf (Boys)	Thundershop (Silkscreen)
Book Club	Golf (Girls)	Track & Field
Cheerleading	Key Club	United Filipino Organization
Chess Club	Legacy Yearbook	Volleyball
Choir	Mock Trial	Wrestling
Class of 2018	Soccer (Boys)	Yearbook
Class of 2019		

Approximately a quarter of Kennedy's students participate in athletics, many choosing to participate in more than one season of sports. In Fall of 2016, 231 students participated in athletics, and in Winter of 2017, 210 participated.

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2017-2018 Sports Offerings		
Fall	Winter	Spring
Football	Girls Basketball	Baseball
Girls Tennis	Boys Basketball	Softball
Cross Country	Wrestling	Boys Tennis
Girls Golf	Boys Soccer	Boys Golf
Volleyball	Girls Soccer	Track

Other Local Measures

For other local measures, the District uses results from surveys of pupils, parents, and teachers on the sense of safety and school connectedness to determine the percentage of students who feel safe at school and feel connect to their school. Per the 2017-18 LCAP, 98% of students across the District feel safe at school, and 99% of students across the District feel connected to their school.

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Priority 7 – Access to a Broad Course of Study

Students Who Are Career and/or College Ready

Data from the College and Career Readiness Indicator dates from 2013-14 and may not reflect current program changes and offerings. However, based on the released data, less than a third of Kennedy's students graduate "Prepared," indicating a great need in in examining Kennedy's program as it relates to college and career readiness.

Robert F. Kennedy's College and Career Indicator Levels

The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
231	Prepared	65	28.1%
	Approaching Prepared	59	25.5%
	Not Prepared	107	46.3%

The percentage of Kennedy's students graduating as "prepared" is slightly higher but still in range with the District's.

Delano Joint Union High School District's College and Career Indicator Levels

The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
930	Prepared	251	27.0%
	Approaching Prepared	232	24.9%
	Not Prepared	447	48.1%

Students Meeting UC a-g Requirements

Robert F. Kennedy's UC a-g graduation rates, which have remained plateaued in the mid-forty-percentage range, are in range with the State UC a-g graduation rates. They are also higher than the District or County rates.

Most of Kennedy's courses are UC a-g approved, and only students in special programs, such as opportunity or certain Special Education classes, are not enrolled in UC approved courses. The UC a-g course approval is managed by Mrs. Adelaida Ramos, Assistant Superintendent of Educational Services.
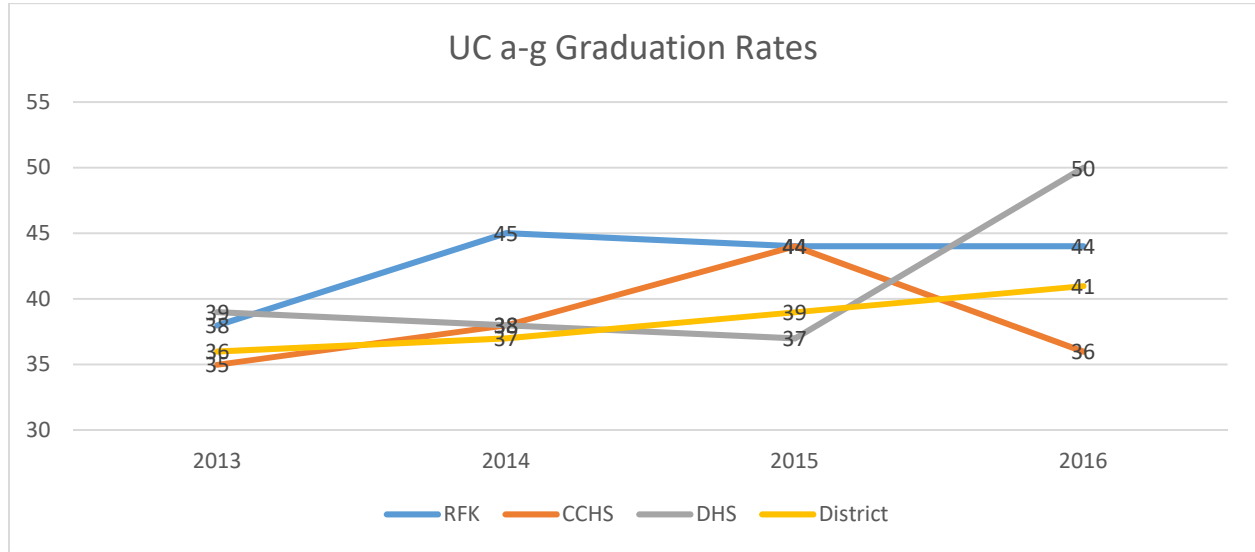
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UC a-g Graduation Rates

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Priority 8 – Other Pupil Outcomes

Expenditures

In addition to general fund state funding, Delano Joint Union High School District receives state and federal categorical funding for special programs. For the 2015-2016 school year, the district received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Vocational Incentive Grants
- LCAP Supplemental/LCAP Concentration
- Education Jobs Funded
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education: Project Work ability I
- State Lottery
- Title I, II, III
- Perkins
- CTEIG
- Workforce Investment Act

For the 2017-18 school year, Kennedy's allotted expenditures are budgeted as follows:

Fundi	Total
Title I	70000
Title II	11000
Title III Immigrant	3300
College Readiness	52600
Parent Training	2000
Perkins	42768
LCAP	190000
Total	368168

From the most recent SARC, the expenditures per pupil are as follows:

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries		
Level	**Expenditures Per Pupil**	
	Restricted	Unrestricted

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RFK	3,686.07	$7,270.15
District	--	$7,062.88
State	-	$5,677

Other Student Outcomes

Physical Fitness

Kennedy's physical fitness rate of attainment (5 of 6 standards) is somewhat inconsistent. While at times our rate is worse than the District's, it sometimes is better. The only consistency is that Kennedy's rates are lower than Kern County's rates.
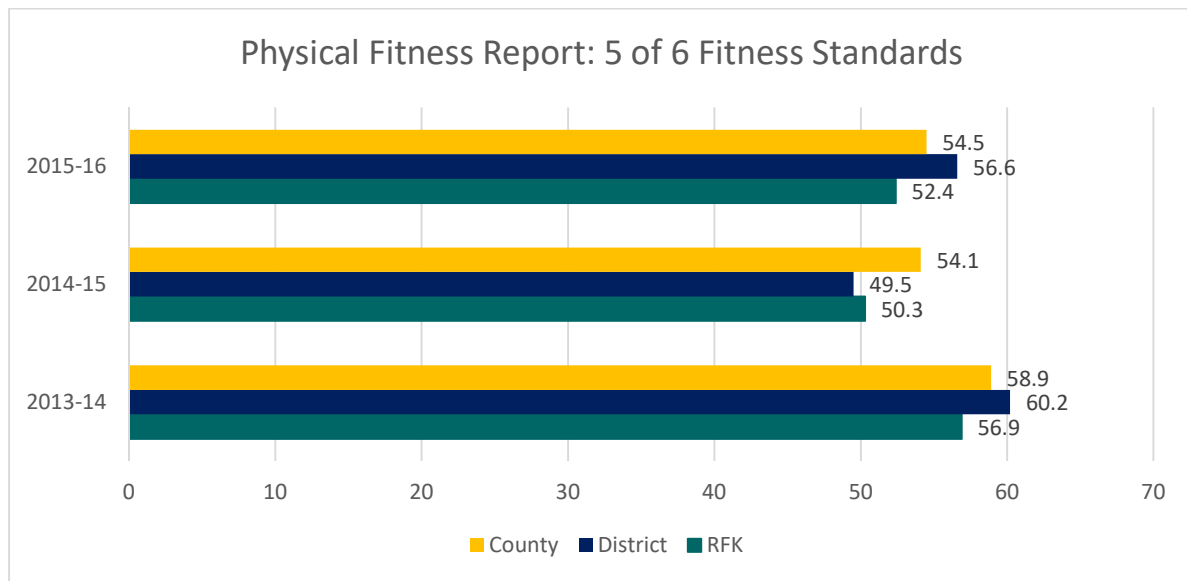
Foreign Language

The number of students passing AP Spanish exams at Kennedy is consistent from year to year, in the low 60s. Kennedy's passing numbers remain stable while numbers at the other two sites fluctuate greatly; sometimes Kennedy's numbers put it ahead of the other two sites and at other below. In 2017, Kennedy had more students pass the AP Spanish exams than at the other two sites.

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AP Spanish Exams Passed

	RFK			DHS			CCHS		
2015	62			51			60		
2016		61			78			68	
2017			72			69			66

■ 2015 ■ 2016 ■ 2017

The number of Kennedy's students earning the Biliteracy Seal more than doubled in 2016. The other comprehensive high schools in the District also experienced growth, suggesting that District level program changes may have supported the growth. While the number of students earning a Biliteracy Seal dropped in 2017, the number remained much higher (still nearly double) the number in 2015, which is notable given the much smaller graduating class of 2017.

Biliteracy Seal

	RFK			DHS			CCHS		
2015	20			32			23		
2016		59			42			50	
2017			39			40			55

■ 2015 ■ 2016 ■ 2017

Visual Performing Arts
Per the District LCAP, the goal for other pupil outcomes is to perform or achieve in the top 40% of competitions in visual and performing arts.

In two areas of visual performing arts are Kennedy's students performing exceptionally well:

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Percussion and Colorguard.

In both 2015 and 2016, Kennedy's Percussion band placed well in competition. In 2015, Kennedy placed first in Senior A, and in 2016 Kennedy placed 4th in Senior National A (a more difficult division). In 2016, Kennedy's Colorguard also placed 4th in the Senior AA division.
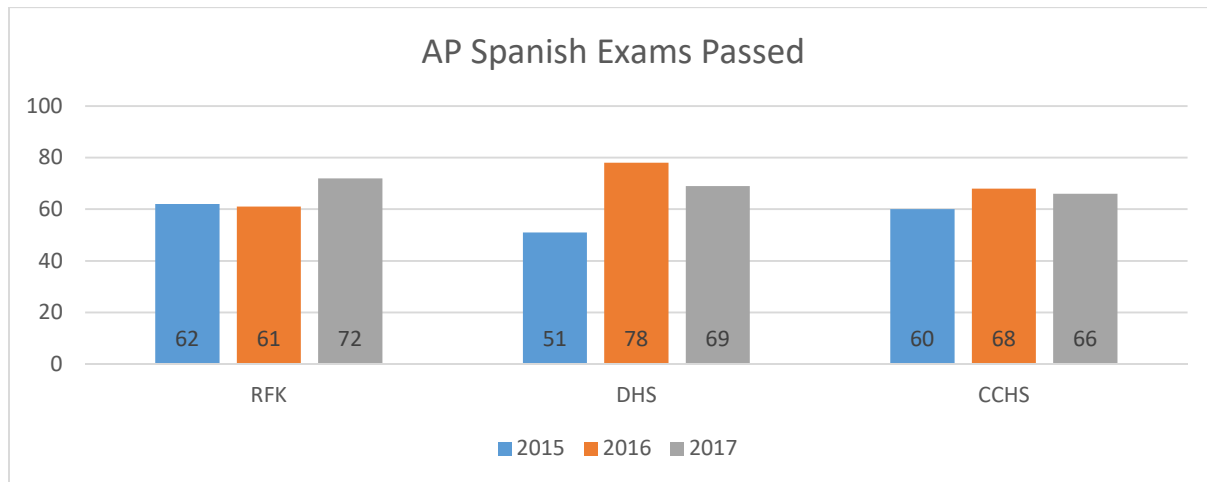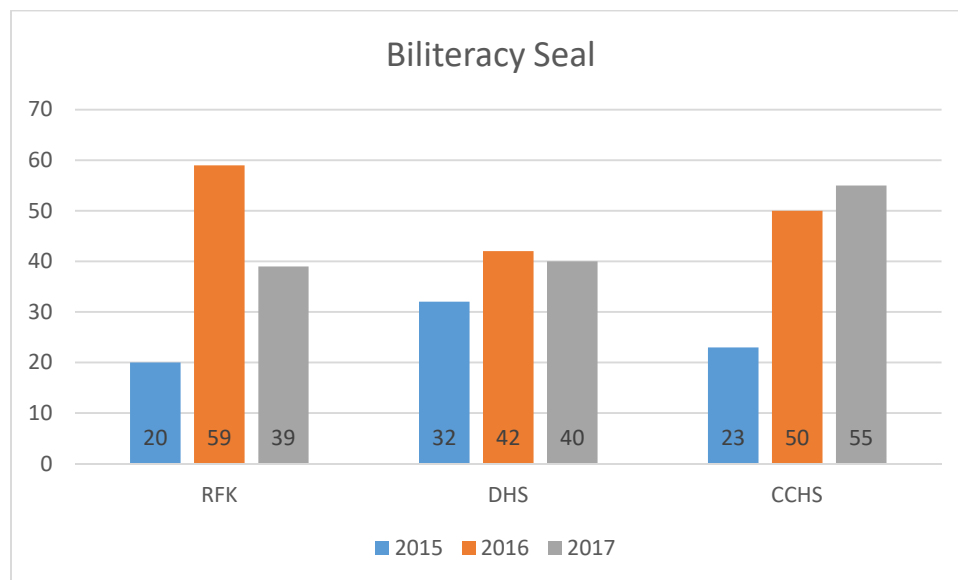
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Schoolwide Learner Outcomes

At the start of Spring 2017, Kennedy finalized and established a new set of Schoolwide Learner Outcomes (Student Learning Outcomes). In reflection of a desire to prepare students for what is an interconnected, global society, we framed our Learner Outcomes with the acronym GLOBAL:

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

G – Genuine when contributing to their community

Kennedy's students frequently participate in activities that allow them to give back to the community. Clubs, such as Key Club, regularly host blood drives; since 2013-14, Key Club has hosted 7 blood drives – two each year and one during the summer 2016. Every December, Kennedy hosts a fog-run to collect toys for the community. Various clubs hold food-drives (3 per year). Many students volunteer in spring to help the Special Olympics and Read Across America. Many seniors volunteer throughout the year to serve as counselors at the School of Science & Conservation (SCICON) camp in Tulare County for elementary students. Many of Kennedy's students seek employment at the school to work in the cafeteria or as tutors for our afterschool tutorials and Saturday School.

L – Legitimate when using technology

In the twenty-first century, technology use is a requirement. While Kennedy recognizes the importance of developing technology skills, Kennedy's faculty desires more from our students: a knowledge of technology that includes not only how to use it but also how *best* to use technology.

Student learn how to judiciously use technology in many classes: computer literacy, multimedia I, multimedia II, yearbook, etc. In 2016-2017, Kennedy's English department adopted new curriculum with online components. This adoption has allowed for the English department to bring more technology into the classrooms and more opportunities to teach students how to appropriately use technology. Using LCAP funds, Kennedy has been able to purchase several iPad and laptop carts, putting more technology into the classrooms and making it easier for teachers to integrate technology on a daily basis.

Teachers have already begun the process of integrating technology to encourage students to research, collaborate on assignments, and demonstrate integrity when using the internet.

In computer literacy classes, students learn to how to do basic troubleshooting, how to evaluate

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what tool or application works best for each situation, and how to seek help when using technology. By the end of the course, students learn appropriate software use and how to use the internet to help solve tech problems.

O – Optimistic toward self-improvement

Kennedy encourages students to seek more than merely academics, but to grow and seek improvement. With the push for Career and College readiness, Kennedy has been able to provide more opportunities for students to do this. Having already had the option for many years, seniors may enroll in vocational classes through a partnership with North Kern:

	Vocational Focus	# of students
2014-2015	Nursing	2
	Auto body	7
	Banking	1
	Auto tech	1
	Total:	**11**
2015-2016	Auto body	7
	Reception clerk	1
	Marketing	2
	Medical reception	5
	Nursing	9
	Security law	3
	Total:	**27**
2016-2017	Auto body	5
	Health occupation	10
	Marketing	4
	Nursing	6
	Security law	4
	Total:	**29**
Fall 2017	Auto body	10
	Medical Reception	1
	Marketing	2
	Nursing	12
	Security law	2
	Medical Assistant	13
	Total:	**40**

While the number of seniors who choose to take North Kern classes is a small fraction of the senior class, the number has grown over the last two years.

Students are offered many paths of study at Kennedy, from the traditional UC a-g College Prep path to Advanced Placement. Students can get a jump on college by taking a dual-enrollment

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course; Kennedy began offering dual-enrollment with the 2016-17 school year: Welding, Medical Terminology, English B1A (Expository Composition), Student Development (College and Career Readiness), and Spanish B1A (Elementary Spanish I). The program is still new and developing, but Kennedy's offerings are available to all grade levels, including entering freshmen.

B – Broad-minded when considering career opportunities

Kennedy encourages students to explore many post-high-school options. While Kennedy has worked to promote a college going atmosphere ("Wear It" Wednesday, College Night Field Trips, Dual-enrollment, etc.), we also want students to consider their other options. As part of the College and Career Readiness courses, students conduct career exploration activities, including those that do not require college. Every year Kennedy holds a career day in which working professionals and military recruiters are invited to set up booths and share information with students during lunch.

Enrollment in North Kern classes reflects the diversity Kennedy encourages when considering career options. Students choose courses of study that reflect differing business sectors (Transportation, Business, Health, and Law).

The Special Education program works with students to help them develop career skills through Workability, career exploration, and career goal setting.

A – Adaptable when solving problems

Kennedy sees the importance in critical thinking, analysis, and creativity, especially when it comes to problem solving. As such, Kennedy seeks to cultivate these skills in students as necessary components to problem solving.

In English classes, core curriculum requires a release of responsibility model in which during the duration of a unit instruction moves from a class-wide, teacher-led format to a group driven and eventually independent format. When students move into groups, they are asked to establish ground rules and responsibilities. Students are encouraged to adapt to the varied dynamics of their groups and navigate through the activities while learning how to work in a cooperative, collaborative environment.

Clubs are student driven. This means that students must plan and strategize for fund-raising, recruitment, etc.

In computer literacy classes, students learn how to do basic troubleshooting, how to evaluate what tool or application works best for each situation, and how to seek help when needed.

L – Loyal to the legacy of RFK

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To Kennedy, legacy is in how the community views the school. This is a district in which families have great loyalty to the school of their Alma Mater, especially Delano High School (which is over 100 years old). So for Kennedy, the challenge has been to encourage families to send their children here, often breaking a chain of what has been generations attending the same school. To meet this challenge, Kennedy has been working to build a legacy that is unique in the District but also promotes desirability. Legacy, at Kennedy, centers on school culture, on students, and on passion.

To that end, Kennedy's students are continually demonstrating loyalty to the legacy they are helping to build: students participate in formal, athletics, clubs, band, choir, mock trial, rallies, food festivals, etc.

Certainly, accolades and awards are not required as proof of Kennedy's legacy, but the passion of students has allowed Kennedy to collect a few. Since the 2011-2012 school year, Kennedy has ranked 10 out of 10 in California's similar schools' rankings. *U.S. News* has recognized Kennedy nationally, awarding it the bronze medal award four times (2012, 2014—2016), and most recently the silver medal (2017).

The Educational Results Partnership (ERP) recognized Kennedy in Fall 2016 as a Star Honor Roll school for exceptional subgroup equity in achievement. Star honor roll schools are those in California with high poverty rates (greater or equal to 33% of students designated as socioeconomically disadvantaged) but are high performing and achievement gap closing schools.

The commitment of Kennedy's staff and students is also evident in the school's athletic programs. In particular, Kennedy's football program has struggled to find its way. The 2014 football season marks a historical turnaround for Kennedy's football program and school culture. Despite prior years of having won only four games in program history, Kennedy's varsity team, under Coach Moody, remained undefeated for much of the season and won the Division VI Valley championship in 2014. This victory was repeated in 2015.

Varsity Boys' Basketball won South Sequoia League championships. Kennedy's Cheer placed 2nd at the USA Regional Cheer Competition in 2016.

The Music Department encourages hard work and dedication, traits essential to Kennedy's legacy. Indeed, the hard work and dedication of students in the department have been frequently recognized as Marching Band and Color Guard, Winter Guard, Winter Percussion, and Choir have earned an assortment of accolades in the last four years.

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Perception Data

Based on the California Healthy Kids Survey (see LCAP Priority 6 data), perception of Kennedy is mostly positive. Teachers do view the school more positively than students do (on most areas of the survey, staff were in agreement >90% of the time). Student responses to the survey were in the 60–70 percent range. Two areas were particularly low (61%) and both concern teacher-parent interactions: 1) Teachers communicate with parents about what students are expected to learn in class, and 2) Parents feel welcome at this school.

Attendance and participation in school clubs is varied. Some clubs report regular participation from 15–20 students, but most report lower numbers (around 5). When asked about club participation, student club participants voiced similar thoughts about factors contributing to low club participation: conflicts due to over-lapping obligations. The double lunch schedule has forced most clubs to hold meetings after school, a time period often filled with 7th period classes, tutorials, and after-school sports.

Staff Perception Data

Staff Survey Results

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable	No Answer	Total Percent
Kennedy has defined academic standards for each subject area, course, and/or program.							
60	30	6		4			100
Kennedy's vision and mission are clearly established and articulated.							
40	49	11					100
Kennedy has an effective process for regular review and revision of the mission and SLOs in reflection on student needs, national and local needs and community conditions is in place.							
32	43	17		6		2	100
Kennedy provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.							
24	47	21	6	2			100
Kennedy's structures for internal communication, planning, and resolving differences among staff and administration are effective.							
34	40	15	2	9			100
The purpose of professional development at Kennedy is clear to me.							
40	51	9					100
Purposeful professional development is readily available to me at Kennedy.							
30	30	34	4	2			100

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

The professional development I've been exposed to at Kennedy has been effective at helping me serve students better.

41	40	13	6				100

The professional development I've been exposed to at Kennedy has been effective at helping me meet federal, state, and/or district goals for students.

38	51	9	2				100

The professional development I've been exposed to at Kennedy has been effective at helping me reach my personal and professional goals as a teacher.

30	53	8	9				100

Monitoring and coaching of staff based on student and teacher learning needs is effective at Kennedy.

25	45	26		4			100

All teachers differentiate instruction when needed and use a variety of strategies and resources that actively engage students and emphasize higher order thinking skills.

24	51	4	4	17			100

A rigorous, relevant and coherent curriculum is accessible to all students.

37	51	4	6	2			100

The school implements academic support programs to ensure students are meeting academic requirements.

45	49	2		4			100

Staff, parents, and students have the opportunity to work together with staff in creating and monitoring students' personal learning plans.

23	43	23	2	9			100

Kennedy implements strategies and processes for the regular involvement of parents and the community in the curricular program at Kennedy.

23	28	30	2	17			100

All students have equal access to a system of personal support services, activities and opportunities at school.

38	47	13		2			100

I feel as though Kennedy provides a safe teaching environment for staff and students.

74	26	0					100

Robert F. Kennedy High School
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My input and role at Kennedy is essential and well respected.							
52	34	6	6	2			100
33.97%	38.66%	12.01%	2.34%	3.83%	0.00%	0.10%	

Student Perception Data

Student Survey Results

Question No.	N/A	Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree	(blank)
1. I have access to a rigorous and relevant curriculum that support high achievement for all students.							
	15	130	28	58	434	132	6
2. Kennedy is preparing me for a full range of college and career options.							
	4	39	31	96	417	217	0
3. Kennedy's classes reflect my culture, language, and community.							
	16	86	40	153	386	120	1
4. My teachers provide challenging and relevant learning experiences that support high achievement for all students.							
	7	31	27	81	421	230	3
5. My teachers' lessons, class activities, and overall class expectations support the school's vision and mission and Schoolwide Learner Outcomes (GLOBAL).							
	6	100	21	69	419	183	3
6. Kennedy uses tests and assessments to monitor and adapt the school program to support high achievement for all students.							
	8	64	28	62	437	200	1
7. I have the opportunity to work together with school staff in creating and monitoring my personal learning plan(s).							
	8	85	72	162	332	144	1
8. I have access to a system of personal support services, activities, and extra-curricular opportunities at school.							
	9	46	27	92	371	257	1
9. Kennedy provides me academic support and intervention to ensure success.							
	8	57	20	71	433	214	1
10. Kennedy works with my family to support my academic success.							
	18	93	90	197	304	97	4
11. Kennedy provides me and other students a safe environment.							
	6	47	26	66	431	218	6
12. I see school staff demonstrate caring and high expectations for all students on a daily basis.							
	11	55	49	117	366	187	13

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Question No.	Never	Once or twice a semester	A few times a quarter	Once a month	A few times a month	Weekly	(blank)
13. Reflecting back on this school year, how often have you attended afterschool tutorial for any subject?							
	281	176	105	49	116	62	10

Parent Perception Data

Student Survey Results

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	NA	No Answer
1. Staff at the school communicate with me about student learning and achievement.							
	120	201	55	23	8	5	4
2. I understand the school's vision and mission.							
	120	209	36	23	21	4	3
3. Kennedy promotes college-and-career readiness.							
	150	203	29	11	19	3	2
4. I am given opportunities to be included in the decision making of the school.							
	54	171	77	30	41	10	4
5. Kennedy provides for career exploration and post-high-school education for all students.							
	123	207	36	12	35	1	2
6. I have the opportunity to work together with staff in creating and monitoring students' personal learning plans.							
	85	148	79	29	52	21	3
7. Kennedy's classes reflect my culture and language.							
	104	182	47	28	47	7	2
8. The school's community influences what courses are taught at Kennedy.							
	92	185	41	22	65	9	3
9. All students have equal access to a system of personal support services, activities and opportunities at school.							
	152	185	32	16	23	4	4
10. The school responds quickly to my phone calls or emails.							
	114	186	62	32	12	8	3
11. The school provides a safe environment for my student.							
	169	197	22	12	14	1	1

Chapter III: Self-Study Findings

"It does not make much difference what a person studies—all knowledge is related, and the man who studies anything, if he keeps at it, will be learned."

Elbert Hubbard

Chapter III: Self-Study Findings

Category A: Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

> **Online Programs: iNACOL Standard A: Mission Statement**: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Robert F. Kennedy High School's mission statement and Student Learning Outcomes (SLOs) clearly and effectively communicate our expectations of what our students should know and be able to demonstrate. These documents affirm our core belief that all students can learn at a high level, can apply and communicate their knowledge purposefully, and develop the skills to be productive members of society while achieving some measure of personal growth and fulfillment.	**DataQuest** **District Mission and Vision Statements**
These statements have been shaped and impacted by relevant student and community profile data, the district's LCAP, the district's mission and vision statements, future global competencies, current educational research, and a strong belief that all students can learn and be college-and-career ready.	**District Website** **Focus Group Sign-in Sheets** **Late-start Agendas and Sign in Sheets**
Our mission statement and Student Learning Outcomes are as follows:	**LCAP**
Robert F. Kennedy High School's Mission Statement:	**Mission Statement Posters**
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.	**SARC**

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

Kennedy is committed to providing every student a clean, safe, and orderly environment which will foster maximum academic achievement, technological skills, social awareness, and personal growth.

Robert F. Kennedy High School's Student Learning Outcomes:

Kennedy strives to produce **GLOBAL** students who are:

G-GENUINE when contributing to their community

L-LEGITIMATE when using technology

O-OPTIMISTIC towards self-improvement

B-BROAD-MINDED when considering career opportunities

A-ADAPTABLE when solving problems

L-LOYAL to the legacy of RFK

Throughout each year community and student profile data from a variety of pertinent sources, including Dataquest, School Dashboard, and the SARC report is reviewed by district administration, school administration, teachers and other stakeholders. This data is discussed in several forums including Wednesday Collaborative Cohort meetings, Focus Group Meetings, and School Site Council meetings. It is used, along with other measures, to assess the validity of our mission statement each year and was used to reevaluate our existing Expected Schoolwide Learner Results (ESLRs) during the 2016-2017 school year.

Kennedy's Mission Statement and Student Learning Outcomes are also reviewed annually by the School Site Council and other leadership teams. Changes are proposed based on changing student, community, state, national, and global needs. Revisions are also considered based on transitions in education such as the current emphasis on Common Core State Standards, Next Generation Science Standards, the need for effective communication and

School Dashboard

School Profile

School Site Council Meeting Minutes

School Website

SLO Posters

SLO Revision Worksheets

SPSA

Staff Meeting Agendas and Sign-in Sheets

utilization of technology in a global community.

All Kennedy stakeholders were asked to revisit the existing Expected Schoolwide Learner Results (ESLRs) in the 2016-2017 school year. With the goal of addressing the academic, social, and personal needs of each student, the existing ESLRs were revised and changed. The revised statements were designated as our new SLOs and were reviewed by all staff members over the course of multiple Wednesday late-start meetings and distributed to all staff members for maximum exposure to stakeholders.

The finalized version was brought to the School Site Council for review and then to the school board for approval. Once the SLOs were board approved they were posted on the school's website and printed on posters for display in every office and classroom across campus. It was also determined by various leadership teams that the newly adopted GLOBAL SLOs and our mission statement connected well with the district's Local Control Accountability Plan (LCAP), state priorities, as well as its Single Plan for Student Achievement (SPSA).

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The process Kennedy used to engage representatives from the school, district board, business, and community in development and refinement of vision and mission statements and schoolwide learner outcomes is highly effective.	**WASC Focus Group Sign-ins** **SLO Revision Worksheets**
Kennedy acknowledges the importance of strong family and community relationships in fostering student success and thus works diligently to create and maintain a positive environment which facilitates frequent and open communication between students, parents, staff and community members. The importance of strong relationships and open communication was at the forefront of our planning as Kennedy worked to develop a highly effective process for reviewing and revising the Expected	**SLO Posters** **Mission Statement Posters** **District Mission and Vision Posters**

Schoolwide Learner Results into the Student Learning Outcomes that garnered input from a variety of stakeholders at several meetings over many months. We also consider these relationships as we work to refine the SLOs and develop GLOBAL actions.

Kennedy's former ESLRs (students were expected to be - Academic Achievers, Community Contributors, and Effective Communicators) remained largely the same until they were replaced with Kennedy's GLOBAL Student Learning Outcomes. Revisions to Kennedy's former ESLRs were deemed necessary in response to changes in assessment mandates. These changes resulted in the removal of CSTs and CAHSEE from the list of focuses under Academic Achievers.

Kennedy began discussing the need to revise and replace the ESLRs during the 2015-2016 school year, but due to more pressing needs, full revision work did not begin until 2016-2017. At that time, Kennedy also evaluated the school mission statement and determined that no revisions were necessary. Kennedy also maintained the use of the District Mission and Vision as guiding statements for the school.

During the 2016-2017 school year, the Kennedy WASC team asked stakeholders to review and make suggestions for changing or refining the school's existing ESLRs. In focus groups, certificated staff, classified staff, students and parents were provided with a worksheet enabling them to analyze and critique Kennedy's existing ESLRs. They were also used to solicit statements about what traits and skills they felt were most important for all students to have upon graduation from Kennedy. Many of these traits were tied to expectations from Common Core and Next Generation Science Standards.

After analyzing pertinent student and community profile data, identifying necessary future global competencies and assessing how the existing ESLRs were being incorporated in the classroom, staff discussed and worked in their focus groups to draft new versions of what would become the SLOs. The WASC team and administration narrowed these drafts down to one frame: GLOBAL. Then a selected group of teachers, representing the differing programs and student needs (EL, SPED, Gen Ed, and CTE) worked together to create what would become the rough draft.

The rough draft was revised by the WASC Leadership Team and then presented to, and reviewed by, staff members and various leadership teams and stakeholder groups. Some of the groups include: ELAC Parent Advisory, Student Stakeholder groups, and Title 1 Parent Group. Kennedy SLOs were then presented to the School Site Council for adoption and subsequent board approved.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
While Kennedy does not have its own vision statement, it does adhere to the District's vision and takes several measures to effectively ensure that all stakeholders understand and are committed to the school's mission, and Student Learning Outcomes. The process by which Kennedy developed and adopted our new SLOs was one that elicited stakeholder investment and feedback and demonstrated their commitment to our mission and SLOs. This commitment is ongoing as once adopted the SLOs and mission statement are continually reviewed and approved annually by the School Site Council and other leadership teams.	**WASC Focus Group Sign-ins** **SLO Revision Worksheets** **SLO Posters** **Mission Statement Posters** **District Mission and Vision Posters**
Collecting feedback on the SLOs and mission statement is an ongoing process that includes all stakeholders, students, staff, parents, administration and teachers. Teachers are encouraged to use them each day in their conversations, lesson plans, course objectives and instruction. Wednesday morning late-start meetings also provide administration with an opportunity to model and remind teachers to incorporate the SLOs into their classrooms and daily lesson plans on a consistent basis. The GLOBAL SLOs are posted on the school website, printed in the student handbook and posters are placed in every classroom and office to remind staff and students of the expected outcomes we are working towards every day.	**School Site Council Agenda and Minutes** **School Board Agendas and Minutes** **LCAP Stakeholder Meeting Sign-in Sheets**
The Aeries portal allows all administrators, teachers, parents, and students to view individual student academic progress and attendance, and thereby monitor the effectiveness of the GLOBAL traits Kennedy sets out to	**LCAP Parent Advisory Committee Sign-in Sheet**

cultivate in students.

The process by which Kennedy develops and reviews its vision, mission, and school wide learner outcomes is designed to cultivate stakeholder buy-in and commitment. Commitment to the school's mission statement and GLOBAL SLOs is evident in Kennedy's outcome data. Graduation rates are well over the state and national average, UC a-g completion rates are higher than ever before (44%, in 2016), CAASPP results are better than county averages, suspension rates are at an all-time low, and expulsion rates are lower than county and state rates. These indicators are all evidence all of a positive campus climate.

The school's extracurricular activities also play a role in fostering a positive and welcoming culture on campus. Campus clubs, organized sports programs, ASB activities, rallies, and academic competitions contribute positively to Kennedy's advancement of its Mission Statement and GLOBAL Student Learning SLOs Outcomes.

Kennedy's SLOs have a strong alignment with the District LCAP.

The District LCAP involves the input and approval from a variety of stakeholders. The DJUHSD collaborates with Kern County and utilizes a LCAP reader in conjunction with its stakeholders in an effort to ensure that the LCAP is aligned with the School Safety Plan and SPSA under a single umbrella. The DJUHSD conducts meetings and has formed stakeholder committees which focus on the alignment of the LCAP and the direction its school is going. Some of these groups are LCAP Stakeholder Meetings, Discipline/Stakeholder Meeting- LCAP Priorities 5 and 6, LCAP Parent Advisory Committee, LCAP Student Forum, and Parent Advisory Committee.

Parent Advisory Committee Sign-in Sheets

School Website

Focus Group Sign-in Sheets

Staff Meeting Agendas and Sign-in Sheets

Late-start Agendas and Sign-in Sheets

LCAP report

SPSA

ASB Calendar

School Dashboard

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

> **Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
The Delano Joint Union High School District's board policies and procedures regarding the roles of the board and district administration are clear. They are published and available for viewing on the district's website. The Delano Joint Union High School Board of Trustees consists of five members who act as the District's policy making body. Trustees work with the Superintendent and staff to set the direction of the school district with the education and well-being of the students as its primary focus. Board members are elected at-large by the citizens within the DJUHSD boundaries for a term of four years. Trustees not only represent the public but also translate the needs of students into policies, goals and strategies that reflect the standards and values of the community as a whole.	**District Website** **DJUHSD Board Meeting Calendar** **DJUHSD Calendar** **DJUHSD Board Bylaws** **DJUHSD Board Agendas and Minutes**
The DJUHSD Board of Trustees' regular meetings are held on the second Tuesday of each month and agendas and meeting minutes are published on the district website. The DJUHSD Board of Trustees encourages community and stakeholder involvement providing opportunities for the public to speak at all regular board meetings. At every board meeting, Kennedy is expected to report out and provide the board with an update for significant activities happening that month. In addition, the board meets on a situational basis to review specific policies in response to individual issues,	**SPSA** **LCAP Report**

circumstances or complaints.

The Board of Trustees has a comprehensive set of policies and administrative regulations, utilizing the policy maintenance services of the California School Boards Association (CSBA). The board policies in the area of instruction clearly articulate the expectations of the Board of Trustees that instruction will be based on the applicable content standards and purposes.

Additionally, the Board of Trustees reviews and approves all comprehensive plans, including the Single School Plan for Student Achievement (SPSA), the School Safety Plan, SARC Report, and Local Educational Agencies (LEA) Plan. The board also approved Kennedy's mission statement and the newly adopted SLOs in the 2016-2017 school year. In addition, the board oversees and approves the district's budget and expenditures, as well as the structure of the Collective Bargaining Agreement between DJUHSD and the DJUHSD Teachers' Association.

The district and school site administration are held accountable to the Board of Trustees for implementing all board policies and administrative regulations.

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
Policies related to technology and internet use at Kennedy are clear and effective. While Kennedy offers no fully online classes, the *Edgenuity* program is used within its intervention and credit recovery classes. All board, district, and site policies that apply to traditional instruction apply to courses using *Edgenuity*.	**Sophos Protection Software on Computers** **Acceptable Use Policy Agreements**
All staff and students sign acceptable use policies at the start of the school year. These policies detail acceptable and unacceptable behaviors in the use of district technology. Violation of such policies results in the suspension of access to district technology and accounts.	**District Website** **SPSA**
The IT department uses filter systems to ensure internet safety, and it monitors all internet usage.	**LCAP Report**

The IT department and local administration oversee the maintenance, upgrading, and updating of technology. The IT department and administration regularly evaluate technology needs and existing resources to determine upgrading or updating needs.

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
The Delano Joint Union High School District's board policies and procedures regarding the roles and responsibilities of the board and professional staff are clear. The DJUHSD website contains a comprehensive list of all board policies as well as meeting information and agendas. DJUHSD has a clear protocol for interviewing and hiring staff. The district administration negotiates contracts with professional unions that represent both the certificated and classified staff. Job descriptions and salary schedules are readily available through the district's Human Resource office and are thoroughly outlined in the certificated and classified contracts. New job descriptions are similarly subject to negotiations with employee bargaining units and are subject to negotiation with employee bargaining units and require board approval. Teachers are also provided job descriptions at the beginning of each school year that clearly outline their roles and responsibilities, and teachers have access to the faculty handbook in digital format on the shared G: drive. Additionally, the Board of Trustees and superintendents work to foster a close relationship with the school sites and are a frequent and visible presence on campus and at many school sponsored events, such as Back-to-School Night, football games, senior awards assemblies, graduation ceremonies, and staff appreciation events.	**District Website** **DJUHSD Board Bylaws** **DJUHSD Board Agendas and Minutes** **Job Descriptions** **Faculty Handbook** **WASC Parent Meeting**

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School*

Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
At Kennedy, parents, students, community members and staff can contribute to the school's governance, both at the site level and the district level. Kennedy utilizes many avenues to inform and engage the school community and parents in participation of school governance. For example, the district's website is comprehensive with detailed and easily accessible information about school vision documents, campus news, support organizations, and district events. Parents are engaged in the governance of the school through participation on School Site Council, ELAC/DELAC Committees, Migrant Meetings, LCAP Stakeholder groups, and Title 1 Meetings.	**District Website** **School Website** **All-Calls** **School Marquee** **School Site Council Agendas, Minutes, and Sign-ins**
In addition, Kennedy invites and urges parent participation and input in grade-level parent meetings (9-12), Freshman Parent Orientation, College Requirement Workshops, Coffee with a Counselor, Financial Aid Workshops, Back to School Night, and Honors to Scholars Night. Parent involvement has long been an area of growth as it is often difficult to get parents of teenagers involved. While Kennedy actively provides opportunities and seeks parental engagement, parent participation in committees and at school functions is lower than staff desires. We continually look for new opportunities to encourage parent involvement.	**Mailings Home** **WASC Parent Meeting** **WASC Student Meeting** **Beginning of the Year Student Information Packets**

The school community and parents are informed in a variety of ways as to how they can participate in the school's activities and governance. These include:

- BlackboardConnect allows automated calls and texts home.

- Parent mailings and emails (CAASPP Results Mailed Home)

- Site events (Back to School, Academic Awards Night)

- District and school website

- School marquee

- School calendar Parent/Student Handbook

- Delano Now: Local Online Newspaper

- Student of the Month Program

- Site Meetings (SSC, CSC, Title 1, ELAC/DLAC)

- Leadership team meetings

- Parent conferences

- Direct phone and email contact

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
Kennedy's leadership has a clearly defined process through which it regularly evaluates and monitors LCAP goals, student performance toward college-and-career readiness, overall school programs and operations, and the fiscal status of the school.	**LCAP report** **SPSA report**
The evaluation and monitoring procedures carried out by the DJUHSD Board of Trustees are clearly established and maintained. At the site and instructional level, DJUHSD establishes performance benchmarks that are built into LCAP actions for individual sites. Working with state agencies, DJUHSD regularly monitors all aspects of the school's operation, including student performance, college and career readiness, operational aspects of the school, (e.g., attendance records and financial accounting) and general fiscal health of the school. The LCAP plan outlines the Eight State Priorities and the corresponding district goals which are likewise folded into Kennedy's SPSA and departmental goals.	**Department Chair Meeting Agendas, Minutes, and Sign-in Sheets** **Late Start Meeting Agendas, Minutes, and Sign-in Sheets** **School Site Council Agendas, Minutes, and Sign-ins** **DJUHSD Board Agendas and Minutes**
Site administration is required to report to district administration every month regarding LCAP expenditures. The Assistant Superintendent of Educational Programs then reports out to the Board of Trustees. In the late fall, the district reports to staff about the Eight State Priorities and	**District and School Website**

seeks suggestions for ways to improve.

At the beginning of each school year, and as new assessment data becomes available, Kennedy administration and leadership staff review and evaluate student performance data. Using this data, department chairs establish yearly performance goals, which must be measurable and attainable. These goals are placed as an appendix to the SPSA. Also, for all DJUHSD employees, evaluation and performance monitoring procedures are clearly outlined and performed in accordance with contracts negotiated with employee unions.

DJUHSD Board Policies

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
The governing board and school's complaint and conflict resolutions procedures are effective. There is an established protocol for all stakeholders concerning complaint and conflict resolution procedures. Individual employees have clear guidelines about their treatment as professionals, and when necessary union site representatives and union officials are available for consultation and representation. Employee complaint and grievance procedures are explained clearly in the certificated and classified union contracts which are also posted on the district website. Complaint procedures are clearly defined in the teacher's handbook and teachers are also provided with their job description and evaluation process each year prior to the start of school. Complaint procedures are clearly defined for parents on the DJUHSD website and are also contained in the Parent and Student Information Handbook and Annual Notice to Parents and/or Guardians. District board meetings also have forums for public input and complaints parents or community members may have. Students also benefit from the protections provided by due process protocols and the provisions of the Williams Act. The Williams Complaint Notice is posted in administrative and school offices, as well as on the district website.	**District and School Website** **DJUHSD Board Policies** **Teacher's Handbook** **Parent/Student Handbook** **Administrative Regulation (Uniform Complaint Procedures)** **Williams Act Complaint Notice (posters)**

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

> **Online Programs: iNACOL Standard C: Leadership**: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

> **Online Programs: iNACOL Standard D: Planning**: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

> **Online Programs: iNACOL Standard F: Commitment**: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

> **Online Programs: iNACOL Standard I: Integrity and Accountability**: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Kennedy's continuous school improvement planning process is very effective in ensuring that the process is broad, collaborative, and involves the feedback and buy-in of all stakeholders. The District and Kennedy have always recognized the importance of organizing a collaborative, broad-based effort for making decisions and initiating activities for student learning.	**SPSA** **LCAP Plan** **Collaboration Cohort Wednesday Sign-In Sheets**
The bi-weekly Collaboration Cohort Wednesdays allow Kennedy staff and other stakeholders time for collaborative planning, as well as a forum for continuous review and altering of processes and strategies that are already in place	**Parent Perception Surveys**

for student achievement and success. In these meetings staff are continuously reviewing and analyzing student data and assessment data; staff also review, analyze, and update best practices accordingly.

Surveys are critical and effective conduits for acquiring data, ideas, and suggestions that the administration uses for planning. Parents, students, and staff members have been surveyed anonymously, and in focus groups with staff members. These surveys offer opportunities for individuals to freely share their concerns, wishes, goals and creative ideas. These surveys have given the school leadership teams some ideas as to where we could be more effective in communicating information to, and meeting the needs of, parents and students.

When drafting the SPSA, departments analyze and discuss pertinent data and establish goals for improvement that become part of the SPSA. The drafted SPSA is presented to the School Site Council, parent advisory groups, and the Board for approval. Once advisory groups and the School Site Council approve the SPSA, discussion in the biweekly meetings continues but its focus moves to which strategies are best utilized to help students achieve the goals of the SPSA.

District leadership holds meetings with all stakeholders throughout the year to discuss the LCAP and gather feedback and obtain ideas for improvement.

Student Perception Surveys

Staff Perception Surveys

Stakeholder LCAP Surveys

Board Agendas and Minutes

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
Analysis of student achievement data is integral to the drafting, implementation, and monitoring of the Single School Plan for Student Achievement and LCAP. In conjunction with DJUHSD, Kennedy's administration adjusts the annual SPSA according to school achievement data, as well as standards established by state and national agencies. When drafting the SPSA, departments discuss pertinent data and establish goals for improvement that	**SPSA** **LCAP report**

become part of the SPSA. The school profile, the Student Learning Outcomes, and data analysis form the introduction of the SPSA and act as a focusing lens for the remainder of the report. The drafted SPSA is presented to the School Site Council, parent advisory groups, and the DJUHSD Board for approval.

Teachers are instrumental in the development of the SPSA as during Wednesday cohort meetings, teachers are able to provide input into the development and implementation of the SPSA goals. Kennedy administration, the School Site Council, and DJUHSD board then approves the SPSA goals and allocate appropriate funding on an annual basis. SPSA goals are continually monitored for relevancy and success. Teachers and other stakeholders analyze data to evaluate the success of SPSA associated programs and policies.

The LCAP stipulates a series of numeric targets for student achievement, which individual school sites are expected to adjust to meet the particular needs/outcomes of the school. Annually, assessment and achievement data, including CTE completion rates and staff/parent/student surveys are used to evaluate progress on SPSA/LCAP goals.

Kennedy provides identified students affected by the critical learning needs with support programs structured to address their specific needs, assist in meeting personal goals, and ensure academic achievement. While these strategies and programs are offered to meet critical learner needs all students have access to the available support programs, which are incorporated into the SPSA. Examples of those support programs include the following: After-School Tutorials, Saturday School, AP Tutorials, CAASPP Preparation Classes, *Edgenuity* Credit Recovery classes, Migrant Support Program, Work Experience Education, and SAT Test-Prep Classes.

Collaboration Cohort Wednesday Sign-In Sheets

Parent Perception Surveys

Student Perception Surveys

Staff Perception Surveys

Stakeholder LCAP Surveys

Board Agendas and Minutes

Department Chair Meeting Agenda and Sign-in Sheets

Student Schedules

Master Schedule

Saturday School Sign in Sheets

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Kennedy has an effective process and set of procedures for involving staff in the decision-making, responsibility, and	**SPSA**

self-reflection on actions taken to facilitate and support student learning.

Kennedy's administration makes a deliberate attempt to involve staff in the planning and implementation of curriculum and assessments that will provide students with a standard-based education that prepares them for college and career readiness.

Collaboration Cohort Wednesdays have provided staff an avenue to collaborate within departments. Departments have been working on developing curriculum and pacing guides emphasizing Common Core and Next Generation Science Standards. Cohort groups consisting of resource teachers and grade level teachers work together to analyze and disaggregate data from local common assessments and CAASPP results. Teachers are also provided with pull-out time during the school year and extra-duty hours during summer to revise curriculum and assessments based on student learning needs.

In addition, Kennedy's Academic Leadership Team consisting of administrators, department chairs, resource teachers, CTE leadership, ASB Director, counselors, and the school psychologist, meet on a monthly basis to discuss curriculum, differentiated instruction, and strategies for successful student learning and achievement.

Departments have created benchmark tests named FACS (Formative Assessments of the Core Standards) which are aligned to the new state standards and Next Generation Science Standards. Departments regularly analyze student assessment data as individuals and cohorts, sharing insight and making revisions to their curriculum to address the standards with which students appear to be struggling. When additional time to collaborate is needed, teachers may request the time from the administrative team.

Teachers are provided with opportunities to recommend programs and curriculum when creating department goals for the SPSA and when providing feedback for the LCAP. Kennedy also has a very open administration team that welcomes staff input and ideas at any time.

LCAP report

Collaboration Cohort Wednesday Sign-In Sheets

Department Chair Meeting Agendas

LCAP Stakeholder Meetings

Department Pacing Guides

Department Created Assessments

CAASPP Results

Academic Leadership Team Minutes

FACS Results

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

Findings	Supporting Evidence
Kennedy has a clear and effective infrastructure in place for internal communication, planning, and resolution of conflicts among staff members. Time is available during Collaboration Cohort Wednesdays for staff members to voice their concerns during all-staff, department and cohort meetings. Department chairs and administrators are also readily available to answer questions and concerns and to be a liaison between site staff and district personal.	**Collaboration Cohort Wednesdays Sign-in Sheets**
	Collective Bargaining Agreements
Collaboration Cohort Wednesdays begin with an all-staff meeting during which administration goes over important announcements and reminders. At the beginning of these meetings often another department will conduct a mini professional development/informational session with the attending staff. For example, the Special Education department went over IEPs, modifications, and accommodations during one late start meeting. Kennedy administration and routinely meets with cohorts/departments during their meeting times to address concerns or convey information that is relevant to that cohort or department.	**Staff Handbook** **Weekly Emails from R. Rojas**
When conflicts arise between administration and employees, certificated and classified unions have formal protocols and guidelines in place for mediation. Both unions also have site representatives available who act as advisors on matters pertaining to the bargaining agreements and facilitate communication between employees and district leadership.	
Much of the internal communication that occurs at Kennedy is by email. Kennedy's principal sends out weekly emails detailing upcoming events and relaying important information. Other administrators, the nurse, school psychologist, ASB, and the LSA Coordinator also send out emails to convey important information, schedule meetings, and notify staff of upcoming events.	

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
The district has effective procedures in place to ensure that all staff members at Kennedy are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation. Delano Joint Union High School District works to recruit and retain highly qualified teachers in all subject areas. Kennedy's hiring practices are aligned with district policies. The district process for recruitment, hiring, site placement, and salary calculation are consistent with statutory, CTA, and LEA guidelines. To every extent possible, Kennedy has hired culturally diverse teachers to reflect its student population. All staff members are teaching within their credentialed areas of specialization. However, the District and Kennedy do hire a high number of intern teachers (22% in 2016-17 at Kennedy). DJUHSD facilitates the Teacher Induction Program (TIP), formerly BTSA, for teachers who hold a preliminary credential. Kennedy and the District also provide ongoing monitoring of instruction and curriculum by department chairs and teacher mentors both individually and during cohort and department meetings. The re-implemented (restructured) Teacher Mentor Program offers new teachers who hold an intern or provisional credential mentorship from a designated credentialed teacher. Participating teachers meet regularly with their mentor teacher to receive	**SARC** **District, Union, and State Hiring Guidelines** **District Job Descriptions** **TIP Registration and Participation Records** **Induction Program Mentors** **MOU Teacher Mentor PROGRAM** **New Teacher Meeting Sign-in Sheets** **Intent to Return Paperwork**

information, assistance, encouragement and support which help them to develop as a teacher and ensure that each child in the district is consistently receiving a high-quality education as defined and outlined by the DJUHSD's program of instruction.

New teachers are also assigned professional development workshops in Explicit Direct Instruction (EDI), Depth of Knowledge (DOK), and English Language Development (ELD). Kennedy arranges opportunities for new teachers to observe veteran teachers, and ongoing feedback and coaching is offered by administration on instructional focus strategies. During their probationary period, new teachers attend monthly meetings and have access to all of the support mechanisms (CTA, department chairs, administrative liaisons, training workshops etc.) that are available to the entire staff.

It is the responsibility of the DJUHSD Human Resources Department to ensure that all teachers possess the necessary credentials and qualifications during the hiring process and ensure that they are maintained throughout their teaching profession. As such, the DJUHSD Human Resources Department periodically monitors the credential renewal status of current employees and reminds them to take action when necessary. Also, as part of the yearly "Intent to Return" paperwork, it is the responsibility of certificated staff members to document their current credentials listing any expiration dates.

Professional Development Plan

DJUHSD Human Resource Records

CTC Credential Look-up

Collaboration Cohort Wednesday Sign-In Sheets

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Kennedy has effective procedures in place to assign staff members, and provide an appropriate orientation process to maximize the expertise of the staff and to maintain high quality student learning. Teachers new to Kennedy and the district attend a New Teacher Orientation Day prior to the first day of school. This orientation, led by school administration, introduces new teachers to the school's	**District Calendar** **TIP Registration and Participation Records**

culture and outlines important procedures. New teachers are provided time to meet with Department Chairs to go over scope and sequence, pacing guides, and department expectations. Throughout the year, Kennedy offers ongoing paid professional development trainings to familiarize new teachers with programs and instructional practices. The new teachers also attend a special lunch hosted by the Delano Joint Union High School District Teachers Association which familiarizes new employees with their Union representation.

As stated earlier, early in the school year new teachers are provided a mentor through the TIP or Teacher Mentor Program and they attend monthly new teacher meetings which provide information and assistance to help them be successful in their new teaching position.

Kennedy's school year also starts with two staff development days for all staff (a third day begins second semester), which are used to disseminate important information, review district and school policies and procedures, and provide departments time to orient teachers to new and existing programs, curriculum, and classes. The district will also offer professional development sessions during these staff development days related to a specific district or program need.

Kennedy's teaching assignments are based on credentialing, experience, and training in order to maximize the impact on student learning. The determination of teaching assignments occurs through a process of communication among administrators, department heads, and teachers with the goal of maximizing each teacher's area of strength and expertise within their individual fields. Much of the responsibility for shaping the departmental teaching schedules is shouldered by district staff and the Kennedy administrative team who consider factors including: a teacher's prior experience, the teacher's stated preference, the teacher's seniority, the needs of the master schedule and personnel shifts.

When Kennedy implements a new program or has new teachers who are required to use the program, Kennedy will offer onsite training and orientation during the days leading up to the school year, during late starts, and during pull-out days. For example, new teachers were provided an onsite training on *Illuminate* and *AERIES* the week before school started. Math and English departments were provided a

Induction Program Mentors

MOU Teacher Mentor PROGRAM

New Teacher Meeting Sign-in Sheets

Department Meeting Agendas, Minutes, and Sign-in Sheets

Professional Development Records/Conference Requests

training on accessing and administering the CAASPP interim assessment blocks during a late start.

Teachers also attend conferences, workshops, and professional development during summer and the school year, or they may participate in webinars. New AP teachers are sent to AP by the Sea during summer; veteran teachers often also attend AP by the Sea for refreshers. Lead teachers, administration, and the LSA coordinator attend CELDT, ELPAC, and CAASPP trainings to learn how to implement the programs and assessments and how to train others to do the same.

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Kennedy has effective systems in place to communicate policies, share data, share pacing guides, and share handbooks. Each year, teachers are provided an updated copy of the staff handbook that provides information on school policies, operational practices, and decision making processes. This is placed on Kennedy's shared network drive (G: drive) that staff have access to when logged into their accounts at school.	**Department Meeting Agendas, Minutes, and Sign-in Sheets**
	Collaboration Cohort Wednesday Sign-In Sheets
A list of district leadership personnel is available on the district website and all Kennedy staff are provided with an organizational phone list that outlines the job titles and primary working locations of most on-site staff members.	**School Website**
	G Drive
The District web site has a comprehensive list of board policies that define employee responsibilities, operational practices, decision making processes, complaint processes, and leadership roles. The bargaining agreements for both certificated and classified staff are readily available electronically, while onsite representatives from both unions are accessible to respond to inquiries from site employees.	**Staff Handbook**
	Staff Perception Survey
	Weekly Emails from R. Rojas
Collaboration Cohort Wednesday morning late starts provide communication between administration and certificated staff members and serves as a way to	

disseminate important site and district operational or policy changes. Regular emails sent out by its support staff and site administration also inform staff of upcoming events and current district and site news. As expressed in its staff survey, most teachers feel that they can communicate effectively with administrators which has created a healthy and productive work environment.

Pacing guides are stored on the G: drive. Department chairs and lead teachers relay these to other teachers in the department via email. Some departments also store and access these files on OneDrive. Department chairs and cohort leads have the responsibility of ensuring teachers within their department have the appropriate pacing guides. Many departments are also beginning to use Office 365 OneDrive and OneNote Notebook to share these documents.

Based on a lack of union issues and feedback from teachers and classified staff, there is a high degree of clarity and understanding by administration and faculty of these policies.

Email Records from Administration

Office 365 OneDrive

Office 365 OneNote Notebook

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
Professional development opportunities, resource time, and financial resources are sufficient for Kennedy to effectively meet the needs of staff and students, although support and implementation of professional development goals is sometimes inconsistent. The most substantive and meaningful evidence of the school's and district's commitment to professional development is the provision of dedicated time, 120 minutes for collaboration every other Wednesday morning. It is during this time that Kennedy's staff is able to discuss, share and plan for successful student achievement. Collaboration Cohort Wednesdays also provide an opportunity for department meetings, home group meetings, cohort meetings and focus group meetings. In department and cohort meetings, teachers are able to	**Department Meeting Agendas, Minutes, and Sign-in Sheets** **Collaboration Cohort Wednesday Sign-In Sheets** **Staff Development Days Sign-ins and Agendas**

review curriculum, share instructional practices, and look at student performance and assessment data which allows them to review and potentially modify their instruction to address the rigorous expectations of the academic standards. Collaboration Cohort Wednesdays also allow new teachers the opportunity for professional development, collaboration, data analysis and to share best practices.

DJUHSD and Kennedy administration have been supportive in teacher release time and attendance at professional development conferences. The district supports training initiatives designed to enhance skills and competence of individual teachers. Examples include TIP (available for preliminary credentialed teachers), attendance at CTE workshops and Advanced Placement (AP) training workshops during the summer.

Other staff development opportunities have also been offered on-site. These include additional training in Illuminate software, Depth of Knowledge training (DOK), Explicit Direct Instruction (EDI) training and training in teaching English Learners. Many of these have been district trainings. Support and follow up training has been strongest with EDI and Illuminate, but other trainings such as DOK have been offered without sufficient follow up to ensure consistent understanding and implementation by all teachers.

As previously stated, Kennedy is equipped with 21st century technology. The campus has six computer labs, several mobile labs and just last school year installed 200+ computers for staff and students. LCAP funds have allowed for additional purchases of laptop carts for students, further increasing access to technology and web-based resources. In addition, most classrooms are equipped with interactive whiteboards, projectors, and tablets. In collaboration with Bakersfield College, one classroom at Kennedy is currently being remodeled to be equipped with the technology necessary for distance learning. Our students will be able to enroll in dual enrollment courses offered within the district, increasing our college-and-career readiness rates.

Conference Request Records

TIP Registration and Participation Records

LCAP Report

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
While Kennedy offers E*dgenuity*, it does so as part of a regular day class. Kennedy has no online staff members.	**Master Schedule**
	Student Schedules
	Edgenuity Rosters

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Kennedy has effective supervision and evaluation procedures.	**DJUHSDTA and CSEA CBA Evaluations Procedures**
DJUHSD has established an ongoing evaluation system by which each year administrators are assigned a number of staff members to evaluate. Evaluation procedures are clearly outlined in the Collective Bargaining Agreements, Staff Handbook, and District website.	
Administration makes efforts to be visible on campus and regularly (usually weekly) visits classrooms and other campus areas. While these visits are not part of the evaluation system, these walk-throughs help keep administration informed as to what is happening on campus and to further enable them to make informed decisions when addressing the needs of staff and students.	

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
While Kennedy offers *Edgenuity*, it does so as part of a regular day class. Kennedy has no online staff members.	**Master Schedule**
	Student Schedules

Edgenuity **Rosters**

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

> **Online Programs: iNACOL Standard G: Financial and Material Resources**: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Sufficient resources are allocated for Kennedy to meet its vision, mission, Student Learning Outcomes, critical learning needs, LCAP and SPSA goals, academic goals and college-and-career readiness standards. The Delano Joint Union High School District is fiscally sound, and continues to provide and model rigorous, standards-based curriculum which is driven and supported by the District's Local Control and Accountability Plan (LCAP) and Kennedy's Single Plan for Student Achievement (SPSA).	**SPSA** **LCAP Plan** **District Annual Budget**
Kennedy's mission statement, GLOBAL SLOs and student achievement needs are the basis of all budget decisions, which must be reviewed and approved by the School Site Council (SSC). The SSC includes representatives from the school's major stakeholders including members of the administrative staff, classified staff, certificated staff, students and parents.	**SSC Meeting Sign-ins, Agendas, and Minutes** **Perkins Grants** **CTEIG Funds**
Kennedy has also established extensive CTE programs which receive Perkins and CTEIG funds that enable CTE equipment currently being used in the specific CTE industry to be utilized by our students to form their knowledge and build their skills.	**California Partnership Academy Grant**
Grant money provided through the California Partnership	

Academy provides students with the opportunity to visit college campuses, attend presentations by health and related industry professionals, attend conferences, and take trips to local health care sites.

The department chairs are responsible for issuing purchasing requests to obtain needed supplies and equipment for their teachers on a continuous basis. Often these requests are accompanied by a narrative that explains how these materials are being used to meet the established goals and needs of the students.

LCAP funding has made it easier to allocate funding to impact student learning in the core departments of English, ELD, Math, Science, History, and CTE.

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
Kennedy has an effective process based on District protocol for developing an annual budget, conducting audits, and conducting business and accounting practices. DJUHSD has a clear and established process for the allocation of funds which is clearly outlined in their board policies. The governing board recognizes its critical responsibility of developing and adopting a budget which is directly aligned with the district's vision, goals, priorities, LCAP and other comprehensive plans, such as the SPSA. The DJUHSD governing board adopts a budget every year which is filed with the Kern County Superintendent of Schools. This budget must adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction and be approved by the County Superintendent. At the school-site level, the SPSA acts as the school budget.	**Board Agendas and Minutes** **District Annual Budget** **SPSA** **LCAP Report**

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
Kennedy's facilities effectively enable the school to maintain a learning environment that meets the educational and safety needs of students. The maintenance department at Kennedy keeps its facility clean, attractive, safe, and functional. The grounds crew and custodial staff is vigilant and proactive about identifying and rectifying potential safety problems and the maintenance crew is responsive and vigilant in making repairs when reported.	**Custodial Maintenance Work Records**
	School Safety Plan
The DJUHSD has a Comprehensive School Safety Plan (CSSP) which was specifically developed for Kennedy in collaboration with local agencies to fulfill Senate Bill 187 requirements. The CSSP plan outlines Child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy and dress code policy.	**Posted Evacuation Maps**
	Posted Maps of locations of AEDs, Epi Pen, Electrical Power Shut-offs, Water Shut-offs, Gas Shut-offs, and Fire Extinguishers
The DJUHSD also provided training prior to the start of the 2016-2017 and 2017-2018 school years on mandated reporting of possible child abuse, sexual harassment policy training and suicide prevention training. Also, as previously stated, students and parents annually receive a handbook that lists school rules, regulations, and procedures and students receive additional information about sexual harassment at the beginning of each school year.	**Calendar of Drills**
	CPR/AED training sign-ins
All staff members are responsible for the safety and supervision of students throughout the day. General supervision is shared by the principal, three assistant principals, three full-time campus security guards, one discipline and safety liaison, and a full-time School Resource Officer (SRO).	**Collaboration Cohort Wednesday Sign-In Sheets**
The school has attempted to anticipate emergencies. Every classroom is equipped with a clipboard detailing steps to take in various situations as well as disaster evacuation maps and procedures. The school conducts several fire/earthquake drills during the school year, and there is an annual	

lockdown drill in which students and staff practice the protocols involved in locking and barricading classrooms and buildings. Administration will also use late start meetings to discuss drill procedures and protocols (fire, earthquake, unity, code blue).

Kennedy has a full-time nurse on site. The onsite nurse is available to provide emergency first aid, vision and hearing screenings, dental screenings, nutrition screenings, hydration screening, mental health counseling and maintain and update immunizations. Epi Pen's and AEDs (Automated External Defibrillators) are also available with trained on-site personnel to use them. The District nurse provides numerous training opportunities throughout the year for other staff to certify in the use of AEDS and recertify their CPR.

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Kennedy has effective policies and procedures for acquiring and maintaining instructional materials and equipment. At the beginning of each school year, students and staff sign an Acceptable Use Policy form that outlines the district's policies for safe and appropriate internet usage.	**Staff Training Agendas and Sign-ins**
	Computer Labs and Carts
Kennedy and DJUHSD have formal policies and procedures in place for acquiring and maintaining instructional materials of all kinds. Department chairs have the responsibility of issuing purchase requisitions for the purchase of instructional materials based on an allocated budget. Once the requisition is reviewed and approved by site administration it is sent to the district office for final approval. Kennedy complies with the Williams Act, which guarantees equal access to textbooks, materials, and equipment.	**Williams Act Report** **Classroom Technology Inventory Sheets** **Collaboration Cohort Wednesday Sign-In Sheets**
Beginning last school year, Kennedy added new computer stations for all staff and students. The campus currently has six computer labs being used for instruction. In addition,	**LCAP**

| Kennedy has eight mobile labs equipped with iPads and tablets and has purchased over 200 computer stations last school year to replace the existing stations. Kennedy has an onsite technology specialist to maintain the school's extensive infrastructure of computers. A majority of the classrooms are equipped with mounted projectors and some teachers are provided with laptops that have tablet functionality and substitute for Smart Boards. Most teachers have a document camera and many use Illuminate for assessment administration and data analysis. The English department uses *Pearson Realize*. The ELD Department uses *English in Action* Software to practice the four domains of language fluency. | **LCAP Stakeholder Meetings**

 Department Purchase Requisitions

 Department Chair Meeting Agendas |

Edgenuity is the only online student instructional course offered at Kennedy. *Edgenuity* provides an online environment to support online and blended instruction. This program engages students with multimedia content and relevant, real-world assignments.

In order to service and maintain the extensive infrastructure of technology, Kennedy has an onsite technology specialist who has extra support from the DJUHSD Technology Department, if needed. Kennedy also has a full time Local and State Assessment Coordinator that keeps active records of site, district, state, and national assessments. The Local and State Assessment Coordinator provides regular trainings for staff to make sure they are up-to-date with the software and programs available to teachers.

During department chair meetings, administration will share with Chairs funding that is available for purchases. Staff are allowed to make purchases aligned with LCAP goals. During LCAP stakeholder meetings, staff can also make recommendations for additional acquisitions.

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Kennedy has resources available to hire, nurture, and provide ongoing professional development to ensure staff	**Conference Requests**

are well-qualified. Kennedy has a well-qualified staff that receives effective training and support from the district, site administration, department personnel and cohorts. In general, teachers benefit from ample funding vetted and approved by the School Site Council for professional development and conferences keyed to specific topics or disciplines. Staff in all departments have opportunities to attend numerous professional development activities and conferences throughout the year; some examples include, but are not limited to: AP by the Sea, NCTM Conference, CTE Workshops, Independent Study Conference, EDI Trainings, Co-Teaching Seminars, CPM Training, ELPAC Standard Setting Workshop, and Work Experience Education Conference. When teachers return from these trainings, they share what they learned and gain from the training with those who were unable to attend. DJUHSD also provides teachers with frequent training opportunities conducted by district resource personnel.

As previously stated in this report, new teachers are provided with the TIP training which is a state funded program co-sponsored by the California Department of Education (CDE) and the commission on teacher credentialing (CTC). New teachers also attend a monthly meeting and are given opportunities to shadow and observe veteran teachers.

In addition, DJUHSD's recently created Teacher Mentor program will provide mentorship to beginning teachers who hold a preliminary, intern, or provisional credential/permit. The program will provide support and guidance for teachers new to the profession to ensure each child in the district receives educational opportunities of consistently high standards in line with the district's program of instruction.

Teachers in the Core departments are provided with paid professional development in the summers to work on curriculum modification and refinement.

Kennedy sets aside two hours every other Wednesday for purposes of staff development: cohort meetings, resource work, and often some form of professional development.

SPSA

LCAP Report

Professional Development Plan

TIP Registration and Participation Records

Induction Program Mentors

MOU Teacher Mentor PROGRAM

New Teacher Meeting Sign-in Sheets

Department Meeting Agendas, Minutes, and Sign-in Sheets

Collaboration Cohort Wednesday Sign-In Sheets

Conference Requests

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of

appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The DJUHSD and Kennedy have an effective process for regularly aligning the LCAP with site resource decisions. DJUHSD undertakes long-range planning in a variety of ways. Kennedy's administrators work with the district and all stakeholders to identify and prioritize the needs of its students based on the LCAP in an effort to meet the goals outlined in its GLOBAL SLOs. Robert F. Kennedy High School, in conjunction with the DJUHSD, has procedures and policies in place to allocate funds based on the needs of its students, the SPSA, and the GLOBAL SLOs.	**LCAP Report**
	SPSA
	SSC Meeting Sign-ins, Agendas, and Minutes
Through leadership meetings, School Site Council meetings, and LCAP stakeholder meetings, the District and Kennedy report on, solicit feedback on, and align the LCAP to school goals and needs.	**Board Agendas and Minutes**
	LCAP Stakeholder Meetings
Kennedy has a clear commitment to college-and-career readiness. It has a unique working relationship with Bakersfield College, a post-secondary school. Bakersfield College maintains a satellite campus in Delano and utilizes some of the district's facilities to conduct classes. Bakersfield College works with Kennedy students to make the transition from high school to college a smooth one by also providing dual-enrollment opportunities in English, Health Careers, Welding, Spanish, and College and Career Readiness. Some of these classes were added fall semester of the 2017-2018 academic school year. Kennedy also offers dual-enrollment courses through Cerro Coso College and California State University, Bakersfield.	**Collaboration Cohort Wednesday Agendas and Sign-ins**
English language learners participate in rigorous coursework designed to strengthen their English communication skills and diligently work on the reading, writing, and math skills necessary for high school graduation and beyond.	
Kennedy's Counseling and Guidance Department provides extensive support and resources to students. Colleges and universities frequently visit its campus and the Counseling Department conducts general information meetings and workshops such as Cash for College to assist students in obtaining financial aid for their secondary education. They also conduct annual grade-level meetings for Kennedy	

parents.

Advanced Placement and Pre-AP students are offered a wide range of courses to ensure they will be ready for a successful college experience. Additionally, Kennedy continually works to hire and nurture well-qualified teachers and provide them with the necessary professional development to excel in their responsibilities to ensure students are college and career ready.

During the 2016-2017 and 2017-2018 school years, the Kennedy site administration has made a concerted effort to make all staff aware of the District LCAP goals as well as Kennedy's SPSA goals. This occurs through LCAP stakeholder meetings, Department Chair meetings, Wednesday Late Start Meetings, and Department Meetings.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Kennedy's Mission Statement and GLOBAL Student Learning Outcomes have been designed and refined to ensure that its students are college-and-career ready. The school and the district have worked diligently to involve all stakeholders in the vision, mission, governance, and leadership of its school.

In order to further develop as a professional community centered on learning and to better serve its students, Kennedy has employed bi-weekly late start meetings by providing its staff with 120 minutes to participate in cohort and departmental meetings. The time afforded to the staff grants them the opportunity to analyze assessment data and address the standard areas students where students are having difficulty. The Collaboration Cohort Wednesdays also allows all staff members the opportunity to communicate, train, and participate in professional development.

Kennedy has made it a priority to equip its teachers and staff with the necessary technological upgrades (i.e. new computers in school labs, mobile computer labs, ELMO projectors, smart boards, tablets) in order to foster the development of our students. Kennedy believes it is imperative that students graduate from high school with the tools, knowledge, and resources so that they can meet the college and career demands of the 21st century and be successful in a competitive global workforce.

Kennedy acknowledges the importance of analyzing this Self-Study report in order to grow as a professional community centered on learning to better serve our students. It will conduct an extensive review of the areas where the students, parents, and staff members feel the school can do a better job of meeting the needs of the students.

Kennedy has several appropriate measures in place to address its critical learner needs. The DJUHSD Board, the site administration, and staff, recognize that the English Learners and Students with Disabilities subgroup performs significantly lower than the majority population on the CAASPP. Some strategies that are currently in place to improve the performance of those subgroup include the following: Instructional Aides, Student Tutors, Special Education Teachers co-teaching in English and Math classrooms that have a significant number of students with disabilities, seventh period CAASPP and ELPAC (formerly CELDT) classes, English or Math support classes as part of the regular school program, and student access to resource room. These measures were implemented based on input from staff and leadership and adopted based on Kennedy's vision, mission and goals. The District, Kennedy's administration, and faculty will continue to review, approve, and implement additional effective strategies aimed to improve the performance of these subgroups on the CAASPP.

Kennedy's second critical learner need addresses the need to have more students graduate college-and-career ready or more specifically as CTE completers. To address this need, the Board and Kennedy's administration have increased the number of CTE course offerings as well as taken measures to help students choose the appropriate CTE pathway that meets their ability and interests so that they complete their course sequence. Other ways in which Kennedy strives to increase the number of students who graduate with UC a-g and as CTE completers is offering Saturday School to make up work, offering after school tutorial, summer school courses, Coffee-with-a-Counselor sessions in the evening, offering a College and Career readiness course and increasing the number of dual-enrollment courses. Kennedy will continue to look for ways in which we can increase the student enrollment in and completion of CTE courses.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

1. Technological Upgrades: Kennedy has purchased and implemented 21st century technology across campus. It has six classroom computer labs, eight mobile labs, and has updated over 200 computer stations for students, staff, and teachers.

2. Career Technical Education Programs: DJUHSD has created and implemented several career pathways and has established partnerships with the local community college and businesses in order to provide Kennedy students with additional opportunities to be college and career ready.

3. Ongoing Professional Development: bi-weekly Collaboration Cohort Wednesday late start meetings provide all stakeholders with 120 minutes of time for collaboration.

4. New staff Support: programs such as the Teacher Mentor Program and TIP Program have been implemented in order to provide new teachers the opportunity to learn from veteran teachers.

5. The drafting and articulation of the revised Student Learning Outcomes for all stakeholders has provided the Kennedy community a clear and defined blueprint of what it strives to achieve on a daily basis.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

1. Kennedy needs to continue to work with students and parents in seeking and incorporating more of their input with respect to student educational learning plans.

2. Kennedy needs to continue to work on developing an action plan to improve and increase communication with parents regarding their child's educational plans for success.

3. Even though Kennedy currently has several CTE offerings, it needs to develop a plan to allocate more resources towards increasing CTE completion rates as well as College-and-Career Readiness rates.

4. Kennedy needs to develop a plan to allocate more resources towards professional learning development opportunities for staff in order to address English Language Learner performance in the domains of English and Math.

Category B:
Standards-Based Student Learning: Curriculum

Focus Group Chair
James Sepsey

Staff
Nagib Obeid
Ana Hernandez
Angel Villalobos
Antonio Escudero
Brian Franks
Debra Rafal
Felicia Torres
Frank Pasillas
James Trzaska
Jens Andersen
Juana Ramos
Kendyl Chavez
Kimberly Sanchez
Maria Lira
Mario Lopez
Marysol Medrano
Roxanne Salinas
Servando Navarro
Shade Staples
Teresa Maldonado
Vicente Corrales

Students
Alma Garzon
Cassidy Torres
Daniela Trujillo
David Estrada
Homero Garza
Inez Escobar
Jesus Fernandez
Liliana Arredondo
Tannia Mariscal
Tasnem Ahmed
Zach Zabala

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

> **Online Programs: iNACOL Standard J: Curriculum and Course Design**: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Kennedy effectively to highly effectively uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.	**Cohort Meeting Notes**
	Department Pacing Guides & Scope and Sequences
The staff at Kennedy believe that meaningful classroom instruction and experiences allow students to engage in thought-provoking discussions and to encounter relevant material that makes connections between classroom activities and real-world experiences. Student-teacher dialogue, teacher and peer feedback, and purposeful activities are just some of the ways in which our teachers and students work collaboratively to get the most out of our instructional programs. Ongoing and regular collaboration among staff (late-start Wednesdays), classroom observations (Snapshots), and district/site workshops are just some of the ways in which we continue to develop, perfect, and preserve quality instruction for our students.	**Snapshots**
	Workshop Agendas
	Conference Requests
	Collaboration Cohort Wednesday Agendas and Sign-ins
Kennedy's efforts to improve and sustain a "viable, meaningful instructional program" are guided by a clear vision (i.e., GLOBAL), first-hand experience in a classroom (i.e., Snapshots), small-group alliance (i.e., Subject-Specific Cohort Meetings), large-group discourse (i.e., Schoolwide WASC Meetings), and fine-tuning (i.e., WASC Committee Meetings). To preserve and promote quality instruction, the staff at Kennedy continues to develop and implement meaningful, standards-based curriculum that challenges,	**Master Schedule**
	Student Schedules
	KCCD Course Outlines

engages, and motivates students as they prepare for collegiate and career challenges.

Beginning in 2016, Kennedy began biweekly late starts (every other Wednesday), during which time subject-specific cohorts meet to discuss such matters as curriculum, pacing, Best Practices (i.e., effective teaching strategies), formative and summative assessments, and data analysis. These discussions have shed light on curriculum concerns and have allowed each teacher to offer his or her insights on text content and complexity, scaffolding, checking-for-understanding, and re-teaching. Assessment data is discussed, enabling teachers to pinpoint the Standards and skills that give our students the greatest difficulty; consequently, teachers are able to reconsider their approaches to teaching difficult content, to implement new strategies, and to better facilitate quality learning and student success.

The staff at Kennedy regularly participate in staff-development workshops designed to impart the most current and effective methodologies drawn from education research. Workshops have included the principles of EDI (Explicit Direct Instruction), ERWC (Expository Reading and Writing Course), AP by the Sea, CTE Conference, Inclusion Co-Teaching Training, Counselor Workshops. The workshops allow new teachers the opportunity to work in collaboration with veteran teachers and immediately discuss ideas presented.

Beginning in Spring 2017, Kennedy implemented a teacher-observation and learning tool known as a Snapshot. The Snapshot enables one teacher to observe the teaching methods, engagement strategies, and classroom management techniques of a colleague. The visiting teacher uses a checklist to record his or her observations and use the most effective strategies in his or her classroom. The feedback from the program has thus far been very positive. Snapshots are given to WASC Focus Group Leaders to be uploaded to a shared drive accessible to all staff. Each Snapshot is intended to be anonymous and no names or specifics that would identify the teacher are given.

Teachers are not limited to snapshots to visit other teachers. They may request period subs in order to visit other teachers for professional development.

Our staff have worked carefully to preview, discuss, test-run, and vet textbooks and resources that we believe will ensure meaningful learning experiences and positive learner outcomes. The 2016-2017 school year saw the introduction of *Pearson myPerspectives*, a set of comprehensive and wide-ranging textbooks designed to address all facets of the Common Core Standards. The District's decision to use Pearson's curriculum and resources was informed by a semester-long piloting of the material, discourse among school sites, and informational workshops provided by the publisher.

Courses Currently Offered at RFK

Social Science

- World History Pre-AP

- World History CP

- U.S. History CP

- Government CP

- Economics CP

- AP Government

- AP Economics

- U.S. History (Dual-enrollment)

- Psychology CP

- Sociology CP

- Mock Trial

- Social Science tutorial currently available on Mondays and Tuesdays in Room 113 from 3-4pm

Health

- Health Education

- Health Careers

- Medical Terms

- Medical Assisting I (Dual-enrollment)

- Afterschool tutorial on Tuesdays and Thursdays

- Textbooks: *Glencoe Health, Project TND, Making Proud Choices*

LANGUAGE ARTS (ENGLISH)

- English 9 College Prep.

- English 9 Pre-AP

- English 10 College Prep.

- English 10 Pre-AP

- English 11 College Prep.

- AP Language & Composition

- Expository Reading & Writing Course (ERWC)

- AP Literature & Composition

- Career Writing

- Expository Writing (Dual-enrollment)

- Career Life Education BC (Dual-enrollment)

ENGLISH LANGUAGE DEVELOPMENT (ELD)

- ELD Emerging CVS

- ELD Emerging Grammar and Writing

- ELD Emerging Reading

- ELD Expanding CVS

- ELD Expanding Grammar and Writing

- ELD Expanding Reading

- ELD Bridging CVS

- ELD Bridging Grammar and Writing

- ELD Bridging Reading

MATHEMATICS

- Pre-Algebra

- Algebra I College Prep.

- Advanced Algebra I

- Algebra II CP

- Algebra II Pre-AP

- Applied Math

- Consumer Math

- Geometry College Prep.

- Geometry Pre-AP

- Pre-Calculus

- AP Calculus AB

- AP Statistics

- Math Support

SCIENCE

- Lab Biology I

- AP Biology

- Chemistry College Prep.

- Chemistry Honors

- Physical Science

- AP Physics

FOREIGN LANGUAGE

- Spanish I College Prep.

- Spanish II College Prep.

- Spanish III College Prep.

- AP Spanish Literature and Culture

- AP Spanish Language and Culture

- Elementary Spanish I (Dual-enrollment)

ART/FINE ARTS

- Art Appreciation

- Drawing I

- Yearbook

- Silk-screening

- Multimedia I

- Multimedia II

EDUCATION

- Education Theory (CTE)

SPECIAL EDUCATION

- Basic Skills I

- PAVE

MUSIC

- Beginning Band

- Varsity Band

- Beginning Choir

- Advanced Choir

- Music Appreciation

- Color Guard

PHYSICAL EDUCATION

- Co-Ed P.E.

- Weight Training/Conditioning

INDUSTRIAL ARTS

- Building Skills I

- Building Skills II

- Technical Drafting

- Architectural Drafting

- Welding I (Dual-enrollment)

- Welding II (Dual-enrollment)

- Engineering Technology I/II (Dual-enrollment)

BUSINESS EDUCATION

- Business Management I (Dual-enrollment)

- Computer Literature

- Business Management II (Dual-enrollment)

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
Kennedy courses are guided by defined academic standards and college-and career-readiness standards for each subject area, course, and program that meet state or national standards, and expectations within courses that meet the UC a-g requirements. Facility requirements for "wet labs" are met for all lab science courses.	*Edgenuity* Course Description
	Sample Lessons
	Sample Assessments
Beginning in 2013, the staff at Robert F. Kennedy High School began to "unpack" the Common Core Standards in an effort to better understand each standard's basic content, purpose, and challenge. After a thorough examination of the Standards, numerous meetings took place between the three school sites. The meetings allowed District teachers to share insights with each other and to start the process of transitioning from the existing California State Standards to the new Common Core.	**Links to Khan Academy**
	Commonlit
	NewsELA
The curriculum for each course at Kennedy is informed by and designed around the Common Core Standards (including addendums required by the California Department of Education), UC a-g requirements. The guiding principle of the Common Core vision is to "fulfill the charge issued by the states to create the next generation of standards in kindergarten to grade 12 to help ensure that all students are literate and college and career ready no later than the end of high school."	**UC a-g Course Descriptions**
	Department Pacing Guides & Scope and Sequences
	California Common Core State Standards Frameworks
The expected outcomes of this vision ensures that students "demonstrate independence," "build strong content knowledge," "respond to the varying demands of audience, task, purpose, and discipline," "comprehend as well as critique," "value evidence," "use technology and digital media strategically and capably," and ultimately "come to understand other perspectives and cultures."	**Next Generation Science Standards Frameworks**
	California ELD Standards Frameworks
Each AP course is designed to meet the rigor of the College Board's expectations and standards. Course instructors must submit a syllabus to the College Board for approval, and the AP of Curriculum and Instruction oversees the annual renewal of offered AP courses and approved syllabi. With this in mind, each AP course at Kennedy is designed to promote and nurture the critical-thinking, problem-solving, and writing skills needed for each student to be successful in the course, on the exams, and at the collegiate level.	**District Board Agendas Showing Curriculum Adoptions**

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
While Kennedy offers the *Edgenuity* program, which allows for online instruction, Kennedy does so as part of the regular school day. All *Edgenuity* courses meet state academic standards.	**Commonlit**
	Listenwise
Much of the online curriculum offered at Kennedy aligns with Common Core Standards and serves as supplemental material for the school's primary textbook resources (e.g., *myPerspectives*, Edge). Before an online course is selected, it is evaluated by staff for substance, rigor, and accessibility. Pearson's *myPerspectives*, for example, provides online resources that mirror textbook content, for teacher and for student, as well as numerous supplemental resources to use with English learners, for re-teaching, and enrichment. *Commonlit* offers texts of varying Lexile complexity, guided reading questions, discussion questions, and short written responses. These activities and skills closely resemble Common Core expectations and provide students with ample opportunity to engage with texts and strengthen critical-thinking muscle. Similarly, the school uses *Listenwise*, a valuable online resource that allows students to hone listening skills and respond to questions that speak to Common Core rigor.	**Khan Academy**
	Edgenuity

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
At Kennedy, there is complete congruence and consistency between the actual concepts taught, the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes.	**Scope and Sequence**
	Pacing Guides
The content of and materials (e.g., textbooks, supplemental texts, online resources) for each course are aligned with current Common Core Standards, College- and Career-Readiness Standards, Next Generation Science Standards (NGSS), and/or any additional course-specific standards. The scope and sequence and pacing guidelines provide an	**Lesson Plans**
	Student Work

overview for teachers to use to guide the delivery of course content. These guidelines list the Standards being addressed, the materials being used, the concepts and skills being taught, and the connections being made to the expectations of college and career life.

Teachers post clear objectives and goals and discuss the expectations of each lesson and tie these expectations back to the guiding academic Standards. Teachers make every effort to connect academic subject matter to real-world scenarios via Kennedy's student learning outcomes (GLOBAL).

After schoolwide meetings and collaboration among all faculty, a new acronym for our learner outcomes was developed and introduced: GLOBAL. Each component of GLOBAL was carefully examined and put to the question: Is this component measurable? What does it reveal about the ways in which the content was taught? Can student growth and success be assessed and used to inform, shape, and revise future instruction and assessment?

Since GLOBAL Student Learning Outcomes are new to students and staff this year, incorporation into instruction is in development.

GLOBAL Posters

Surveys

Follow-Up Letters with Alumni

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
While there is integration among some academic and career technical disciplines, Kennedy does not have a formal process to foster integration among disciplines.	**Teachers' PowerPoints**
	Lesson Plans
Kennedy's outsourced curricula (such as ERWC, *Edgenuity*, and Paxton Patterson) are the core adopted curricula (fully developed stand-alone courses that are aligned to Common Core State standards) for those related courses and not supplementary materials, thus requiring and ensuring curricular integrity, reliability, and security.	**Student Writing Samples and Journals**

It is vital that all students have opportunities to cultivate skills that will prepare them for life after high school. The philosophy behind CTE (Career and Technical Education) is provide a platform for students to work in environments in which academic and creative talents merge to create innovative and confident young men and women. Robert F. Kennedy continues to develop and implement CTE courses. These courses include such subjects as business management skills, marketing, education theory, and welding. New welding equipment has been purchased and future funding for additional resources will ensure that all programs have the necessary tools in place. Although this implementation is in its formative stages, the prospects look encouraging and the school looks forward to further developing and strengthening its CTE programs.

Our current CTE offerings are as follows:

- Education Pathway

- Engineering Technology Pathway

- Software and System Development Pathway

- Business Management Pathway

- Residential and Commercial Construction Pathway

- Architectural Design Pathway

- Welding and Materials Joining Pathway

- Patient Care Pathway

- Performing Arts Pathway

- Legal Practice Pathway

Many of our pathways include course offering students the opportunities to earn college credit.

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
To the extent that course offerings allow for us to better prepare students, Kennedy articulates curricular programs and expectations with its feeder schools, local colleges and universities.	**Master Schedule**
	Student Schedules
Beginning the 2014-2015 school year, Kennedy began partnerships with local middle schools Almond Tree and Pioneer to allow for the articulation of Algebra I credit for incoming freshmen. The agreement also allowed for eighth grade students to take Biology at Kennedy. These students attend class at Kennedy, accompanied by their middle school teacher. Upon satisfactory completion of the course, these students earn credit for both middle school and high school.	**KCCD Course Outlines**
	CSUB Course Outlines
Beginning with the current school year, instead of Biology, middle school students take Computer Literacy as a zero-period course. Students are no longer accompanied by their eight grade teacher, and the course is considered a high school course with grading and recording keeping being maintained by the high school teacher of record. Students are bused to their middle school campus at the end of zero-period.	**DJUHSD, KCCD and CSUB Dual-enrollment Job Descriptions**
	Course Syllabi
This agreement with the middle school allows students to have an early start on their UC a-g requirements and potentially allows them room in their schedules to complete additional courses for college credit.	**Student Transcripts**
Kennedy has partnered up with Bakersfield College, Cerro Coso College, and California State University, Bakersfield to offer several dual-enrollment courses. Curricular expectations for these courses are determined and articulated to Kennedy by the partner colleges. The 2016-2017 school year was Kennedy's first with substantial dual-enrollment courses. Through the dual-enrollment program, students take classes during the school day with authorized teachers and can earn both high school and college credit. As is in college, students who are struggling or at risk of failing are able to drop the college portion of the class; in many of the	

courses students may continue to earn high school credit. With the exception of the Student Development classes, dual-enrollment offerings are limited based on the qualifications of Kennedy's current teaching staff.

Currently Kennedy offers the following dual-enrollment courses:

- Introduction to the Welding Process (Weld B1B/Bakersfield College)
- Shielded Metal Arc Welding I & II (Weld B53A/B Bakersfield College)
- Expository Composition (English B1A/Bakersfield College)
- B3 Career, Life, and Educational Planning (STDV/Bakersfield College)
- Elementary Spanish I (Spanish B1A/Bakersfield College)
- United States History (History 17A & 17B/Bakersfield College)
- Communication in Healthcare (HCRS C130/Cerro Coso College)
- Medical Law & Ethics (HCRS C131/Cerro Coso College)
- Electronic Health Records (HCRS C132/Cerro Coso College)
- Medical Terminology Meds (B60/Bakersfield College)
- Business Management I (MIS 2000 & BA 1008/California State University, Bakersfield)
- Basic Electronics DC & AC (ELET B1)

In regards to follow-up studies, Robert F. Kennedy High School does not have or practice a formal routine to follow up with graduates. Efforts to implement a program have been made (i.e., teacher writing a letter to a former student now in college).

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

> **Online Programs: iNACOL Standard H: Equity and Access**: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Kennedy ensures that there are plentiful and effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students through CTE Pathways, dual-enrollment courses, counseling, and school events.	**Student Transcripts** **Class Schedules**
The processes at Kennedy to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options are in place, but based on stakeholder feedback, these processes and opportunities have not been effectively communicated. In order to improve this communication, counselors and administration created simple communication materials, including a CTE catalogue, posters, and flyers. In addition, the school created a career planning and development course for freshman. Also, administration and counselors have made a point of sharing program information out to all staff at collaboration/cohort Wednesday meetings.	**Teacher Recommendations** **Career Day Info** **College Night** **FAFSA Applications** **4-Year Plans**
In order to provide students greater access to curriculum, teachers work closely with the department chairs, counselors, and the administration. As a result, ELD and Special Ed. Students have been placed according to their learning requirements, such as EL level and IEP. The analysis of the Incoming Freshmen Placement Test helps teachers and counselors place students in appropriate math	**Student Develop Course** **10-Year Plan**

and English courses.

Students and counselors at Robert F. Kennedy High School work together at the beginning of each school year to determine class schedules, develop immediate (and long-term goals), and discuss options for college and career opportunities, including CTE Pathways and dual-enrollment courses. As freshmen, students are given an overview of a four-year schedule, including graduation requirements, UC a-g requirements, elective options, etc. Progress is monitored and students are encouraged to meet with counselors to discuss any needed schedule changes or modifications to educational goals.

Teachers can provide feedback, counseling, and recommendations to ensure that each student is placed in classes that will best serve his or her needs. A student struggling in an AP course, for example, might be moved to a course in which he or she can be successful and reclaim confidence; likewise, a student needing to be challenged might be placed in an AP course to better meet his or her needs.

During Career Day, students at Robert F. Kennedy High School are given the opportunity to meet with [people] in various vocational fields (e.g., nursing, law enforcement, counseling, etc.), as well as with military personnel. Students can collect brochures and discuss career opportunities with knowledgeable individuals

Each year, students are invited to attend College Night, an annual gathering in Bakersfield where students can meet with college students, advisors, instructors, and department chairs.

In addition, students at Robert F. Kennedy High School have numerous opportunities to meet with college admissions people and counselors on campus. During this time, students are guided through the application process, advised on potential majors, and provided with information designed to help them students and their parents make informed decisions. Financial aid workshops are offered to guide students and parents through the FAFSA application process. The workshops allow students and parents to gauge tuition fees, survey available funding, and research scholarships and grants.

Bakersfield Comprehensive Student Education Plans (CSEP)

Most freshmen will take (either fall or spring semester) the student development dual-enrollment course (Career Life Education BC), in which students research and explore career options, create a 10-year plan to work toward a career of their choosing, develop a resume, and create a two-year course of study for Bakersfield College (CSEP).

Since our previous WASC visit, Kennedy has expanded its CTE pathways to include many industry sectors: Education, Engineering Technology, Software and Systems Development, Business Management, Residential and Commercial Construction, Architectural Design, Welding and Materials Joining, and Patient Care. These pathways integrate academic, career, and technical education in order to foster work-based and worksite learning experiences. In 2014-2015, Kennedy refined its CTE pathways, changing many course names and increasing course offerings. Kennedy intends to continue expanding and refining its pathways with a goal of reaching 100% of student enrollment participating in a CTE pathway by the graduation of the 2019-2020 class.

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Each student at Kennedy can enroll in courses that strengthen skills and cultivate the student's present-day passions and long-term visions. ELD (English Language Development) students are able to thrive in courses that foster language growth and impart confidence. College-bound students can choose from a wide range of courses that set the tone for the demands of a true collegiate experience. Students with learning challenges and physical limitations are given intellectual motivation and life skills necessary to be a part of the post-secondary-school community. Students with goals of one day mastering a trade are given ample opportunity to apprentice and develop a marketable talent. The instructional practices of teachers and classroom activities ensure that all students have access to a course of	**Course Syllabi and Course Descriptions** **Exemplar Student Work** **CTE Pathways** **Dual-enrollment Courses**

study that allows them to be successful.

While Kennedy believes that all curriculum offered at the school presents opportunities for students to make real world connections, Kennedy has expanded its offerings and adopted many new programs in the previous years.

Kennedy has adopted the following curriculum and programs which provide students with opportunities to make real world connections to what they are learning:

- Health Department - TND (Towards No Drug Abuse) program

- Increase in Career Pathways

- Medical Terminology

- Multimedia

- Computer Programming

- Sport Skills

- Newly adopted Pearson Curriculum for ELA (Pearson Perspectives)

- Increase of technology in classrooms (iPads, computer carts, new interactive projectors [EPSON], teacher laptops)

- Dual-enrollment courses

Since our previous WASC visit, Kennedy has expanded its CTE pathways to include many industry sectors: Education, Engineering Technology, Software and Systems Development, Business Management, Residential and Commercial Construction, Architectural Design, Welding and Materials Joining, Patient Care, Performing Arts, and Law Practice. These pathways integrate academic, career, and technical education in order to foster work-based and worksite learning experiences. In 2014-2015, Kennedy refined its CTE pathways, changing many course names and increasing course offerings. Kennedy intends to continue expanding and refining its pathways with a goal of reaching 100% of student enrollment participating in a CTE pathway by the graduation of the 2019-2020 class.

Master Schedule

Student Schedules

UC a-g Course Descriptions

Department Scope and Sequences and Pacing Guides

Classroom Snapshots

My10yearplan.com

Career Choices Curriculum

Beginning in the 2014-2015 school year, students can now enroll in a student development course, which has been offered as a dual-enrollment course since fall 2016. The course is designed to help students develop 10 years plans and personal portfolios, which focus on life after high school. Students explore career and college choices while focusing on three essential questions: Who am I? What do I want? How do I get it? The curriculum for this course is based on the Career Choices textbook, workbook, and portfolio booklet.

All teachers at Robert F. Kennedy strive to emphasize the relevance of the course material with "real world applications." In health courses, for example, "students learn many real-life skills and practice them in relation to selecting foods, medical services, and professionals; refusal skills toward all harmful behavior (e.g., drugs, alcohol, sexual activity); and decision making skills."

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
While Kennedy offers *Edgenuity*, it does so as part of a regular day class in which the teacher of record provides instructional support. Some of the courses offered through *Edgenuity* are UC a-g approved, and counselors work to ensure students who are otherwise on UC a-g are enrolled in those versions of the courses. Students off UC a-g will enroll in the non-UC-a-g courses.	**Master Schedule** **Student Schedules** *Edgenuity* **Rosters**

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
While Kennedy provides extensive opportunities and avenues through which parents, students, and staff may collaborate in developing, monitoring, and revising student learning plans, college and career goals, and other educational goals, parent participation in these opportunities is often minimal. We believe this reflects the community in that parents' lack of participation stems from a language, cultural, and educational barrier. Nevertheless, Kennedy	**Back-to-School Night Agenda** **Student Transcripts** **Class Schedules**

continues to strive to find ways to involve parents and increase parental engagement.

Counselors meet with incoming freshmen to create a 4-year plan that details the students' academic and professional goals and an intended course of study. This plan is sent home for parents to review and sign. Each grading period, counselors meet with students performing poorly to discuss why and provide intervention and support. Counselors also contact parents. Each spring, counselors meet with students to discuss their next year's schedules and elicit student feedback in developing those schedules. Several times throughout the year, the counselors will visit English classes and hold grade level assemblies to share information regarding upcoming tests, Kennedy's programs, and college-and-career readiness. The counselors are available on a daily basis to speak with students. Students need only to fill out a request-to-see-counselor form in order to speak with a counselor about academic or person topics.

Robert F. Kennedy's annual Back-to-School Night provides an opportunity for parents and students to meet briefly with teachers for an informative presentation concerning class structure, teacher expectations, demands of coursework, grading, and benefits of course. While the occasion is brief and does not allow for one-on-one detailed dialogue between parents and teachers, it does offer a succinct preview of the school year.

Counselors monitor student progress and document feedback, concerns, or recommendations via Aeries, the school's online attendance and grading system. This provides a narrative for students, parents, teachers, and counselors to review and use a guide for any needed modifications.

Kennedy provides parents ample opportunities to create Aeries accounts and monitor student progress—during Coffee with Counselors, Freshmen Orientation, during IEPs, and Back-to-School Night.

Beginning in 2017, the counseling department at Robert F. Kennedy High School began Coffee with Counselors. The purpose of this program is to allow parents who work during the day to meet with counselors in the late afternoon and early evening (5:00 to 8:00). During this time, students, parents, and counselors are able to

Aeries Commentary

Coffee with Counselors Sign-In Sheets

Student 4-year plans

Counselor Daily Student Meeting Logs

discuss progress, goals, concerns, and success stories; from these meetings, appropriate changes to schedules, educational objectives, and long-term goals are put into action. The program appears to have gotten off to a positive start and will likely be implemented as a year-round and annual event.

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Robert F. Kennedy's instructional program is the result of organized and efficient collaboration among staff (teachers, counselors, administrators) working together to stay abreast of current research and the ways in which the results of this research shapes meaningful curriculum. Our Collaboration Cohort Wednesdays allow staff members to share this knowledge to further develop and refine curriculum. Additional training opportunities (e.g., CTE Conferences, Counselor Workshops, Co-Teacher Training, etc.) ensure that all staff members are knowledgeable about current methodologies that will promote rigorous, meaningful curriculum. Our implementation of classroom Snapshots provides staff members with additional models and ideas to take back to classrooms, counseling offices, and resource rooms to ensure that all students have access to a curriculum that prepares them for the challenges of college and career life.

Kennedy's efforts to develop and its commitment to maintain rigorous, meaningful, coherent curriculum assure that all students will have the essential opportunities and resources necessary to graduate on the UC a-g track.

Kennedy has successfully implemented college- and career-readiness standards (i.e., Common Core, College Board, a-g requirements, etc.) and the expectations of these standards as they pertain to each course. The staff at Kennedy continuously impart the value and viability of these standards to the students. This is being done regularly via lesson objectives, through which teachers often incorporate the wording of the standard and its inherent expectation into their lesson objective and present it to the students at the beginning of each lesson.

Kennedy's teachers effectively utilize online courses and resources. Courses are aligned with the state standards and offer students different avenues through which to achieve success. *Edgenuity* has been fully implemented, and we anticipate that this resource will prove to be a rigorous and relevant option for our students.

Kennedy offers course material that is rigorous and relevant in an effort to ensure academic success and to develop each student's potential for success in the post-high-school word. The subject matter and skills taught in each course connect to the Common Corse Standards, as well as with our learner outcomes (GLOBAL). Our current goal is to fully integrate the concepts and goals of GLOBAL into daily instruction. As an example, we plan to address a different component each week (i.e., the "G" to be "genuine community contributors") and connect this component with the academic objectives and goals.

Currently, Kennedy accepts credit from the feeder schools for Algebra I; likewise, Bakersfield College, Cerro Coso College, and California State University, Bakersfield accept credit from our dual-enrollment courses.

The teachers at Kennedy have set the bar of educational success very high. Each teacher is invested in his or her students and works diligently to model, mentor, and motivate students in an effort to challenge students and promote academic success. Rigor is maintained through clear objectives and goals by which teachers nurture higher-order critical and creative thinking. This in addition to the curricular program and offerings Kennedy offers to students proves to be a strong foundation on which Kennedy can work toward addressing the second critical learning need aimed at improving and increasing UC a-g graduation rates and CTE completer rates.

Kennedy continues to reach out to parents to further develop a continuous dialogue with staff and students. Collaboration with parents requires a practical meeting timetable that can accommodate varied work schedules of parents; the administration and staff have discussed and continue to discuss the ideal times to ensure that these collaborations occur. During a recent parent-staff meeting, parents all agreed that there is a clear line of communication between teachers and parents. Parents feel that they are very well informed of student goals, curriculum details (e.g., course descriptions, expectations, materials, etc.), and progress. At present, however, parents are not regular contributors in the development, monitoring, and revision of student learning plans. We believe this reflects the community in that parents' lack of participation stems from a language, cultural, and educational barrier. The majority of our parents are not college educated, and a large subset of those parents have very little to no formal education, thus they feel like issues involving academic decisions should be deferred to those more familiar with academia. Nevertheless, Kennedy continues to strive to find ways to involve parents and increase parental engagement.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. Each staff member at Robert F. Kennedy is well-versed in current educational research and methodologies, ensuring that the needs of each student is met, that the design of each lesson is sound, and the result is very much what was outlined in the objectives and goals.

2. The curriculum in place at Robert F. Kennedy meets the criteria of rigor aligned with Common Core and other applicable standards.

3. In addition to presenting rigorous material, teachers strive to present lessons that are relevant and meaningful to students and to further develop and refine material to ensure that the expectations are met.

4. Our CTE programs continue to expand and provide students with opportunities to receive career-oriented instruction seem boundless.

5. Kennedy offers many programs through which students may embark on an educational path that allows them to define their academic or college or career goals.

6. With GLOBAL, Robert F. Kennedy's learner outcome promise, we are confident that we will be able blend college-, career-, and civic-readiness with the content of the subjects taught.

7. Real-life connections are made daily in our classrooms—connections that address the standards and underscore the significance of the lesson, the skill, and the outcome, and clearly articulate for the student the relevance to life after high school.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. Kennedy needs to continue to expand CTE program by increasing communication about pathways and increasing student enrollment and completion.

2. Teachers need to continue to integrate curriculum from other departments to ensure ample cross-curricular participation.

3. Kennedy needs to maintain regular meetings with parents, students, and staff to ensure that students' educational plans are monitored and refined as necessary.

Category C:
Standards-Based Student Learning: Instruction

Focus Group Chair
Stacey Ericsson

Staff
Pat Snyder
Ali, Ali
Angelica Buchanan
Brian Maxedon
Cal Tincher
Christopher Anfoso
Clarissa Torres
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Elizabeth Roberts
Gabriela Miranda
Heidi Lucas
Jeff Mateo
Joaquin Alvarado
Katie Carver
Luz Maria Garay
Matt Pedrosa
Mayra Nunez
Noemi Bonilla
Ronnie Coronado
Shawn McQuilliams
Susan Rodriquez

Students
Adriana Camacho
Araceli Meza
Eliahs Gutierrez
Ethan Z. Felicidario
Julissa Servin
Juvenal Herrera
Liliana Arredondo
Luis Perez
Nayelli Carrillo
Paola Mendoza
Tannia Mariscal

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
All students at Kennedy are provided opportunities to engage in challenging and relevant learning to achieve academic standards, college and career readiness standards, and schoolwide learner outcomes.	**Displays of honors, such as US NEWS and World Report**
The school has evaluated the degree of involvement of students with diverse backgrounds and abilities through…	**Standards Based Student Work on Display in Classrooms**
Based on these findings, the school has modified instruction in the following ways:	
	Classroom Snapshots – Spring 2017
As part of our schoolwide self – evaluation and reflection in preparation for our coming WASC accreditation visit, teachers participated in Classroom Snapshot Visits in order to observe and document the instructional practices of other teachers, and the impact upon student learning. Each teacher took a full period to observe two other teachers, one in his or her discipline, and another in a different discipline. Teachers observed our students participating in challenging and relevant work in the subjects of English, Math, Science History, Foreign Languages, English Language Development, Music, Career and Technical Education courses, Health, Art, and Physical Education. Teachers participated in observing student learning in other classrooms in the Spring of 2017 and again in the Fall of 2017. Observations of students included the following challenging and relevant student work:	**Course Syllabi**
	Course and Department Scope and Sequences
	Classroom Observations
	State Assessment Data (CAASPP, CELDT, CSTs, etc.)

- Writing

- Reading
- Analysis
- Collaborative Problem Solving
- Small Group Teamwork
- Partner study
- Library research
- Computer based learning
- small groups
- active discussions
- meaningful learning,
- teachers made themselves available to students….
- SDAIE strategies to support EL students
- Group Writing Workshops and Peer Swaps for revision
- Group work with assigned roles
- Jigsawing activities
- Cooperative learning strategies
- think-pair-share
- "I say. You say"
- incorporating technology
- laptops
- projects
- Teacher think-alouds
- modeling of writing
- Graphic organizers
- Pair-Share
- Presentations
- hands-on learning
- formative assessments
- department based FACS
- district benchmarks
- Document Based Learning instruction.
- students reading primary source documents
- Students studying various points of view
- answering historical questions
- evaluating bias
- reading for the purpose
- recognizing arguments
- critical thinking
- forming arguments based on logic and evidence
- Modeling
- Project-based learning
- skits, dialogues, and
- language learning objectives

Local Assessment Data (FACS, Benchmarks, District Common Assessments)

Minutes from Department meetings

Minutes from Subject and Grade Level Cohort meetings

Student WASC Group Meeting(s)

Parent WASC group meeting(s)

Student Survey(s)

Parent Survey(s)

Classroom Snapshots – Fall 2017

- student engagement in conversations
- Depth of Knowledge Level 1: Recall and Reproduction
- Depth of Knowledge Level 2: Working with Skills and Concepts
- Depth of Knowledge Level 3: Strategic Thinking and Reasoning
- Depth of Knowledge Level 4: Extended Strategic Thinking
- Checking for Understanding
- Randomly calling on students
- Assessing Prior Knowledge
- Learning Goals/Objectives Displayed
- Students asking questions
- Students reading aloud.
- Teachers asking for clarification
- Teachers modeled spoken language
- Students willingly answering questions
- Students respecting each other's opinion
- Students respectfully listening to presenters
- Students allowed to make mistakes and learn from the process
- Students active participants in classroom learning activities
- Vocabulary Development through: Word, Definition, Symbol, Picture, Non-example
- Students participating in warm up activities, followed by review of previously learned materials
- Students Researching information
- Students making Power Point Presentations.

One area of growth that the Snapshots revealed is in Depth of Knowledge Level 4 – Extended Strategic Thinking. Though this learning activity was present in some observed classrooms, it was not present in many. In one sample of 24 teacher snapshots from the Instruction WASC Group, observers noticed 20 examples of DOK 1 (Recall and Reproduction), 16 examples of DOK 2 (Working with Skills and Concepts), 8 examples of DOK 3 (Strategic Thinking and Reasoning), and 2 examples of DOK 4 (Extended Strategic Thinking). These depths of knowledge were explained in a training which core teachers participated in two years ago, but Kennedy has had many new teachers since, and not all departments attended the training. Thus it is unclear whether this data reflects understanding by the

observers of the DOK levels.

Parent and Student Surveys indicated that in most areas students feel challenged in their courses, that their coursework is relevant, and that they are growing in knowledge, understanding, and application of learning. One area of weakness that arose in surveys and conversations was that students and parents expressed a perception that better communication is needed in regards to career planning and development. In light of this challenge we evaluated our program to see whether there was validity to the views and concluded that we provide many opportunities for career planning (though some of them are newer programs), but that the problem lies in communication to parents and students about the programs offered. In order to improve this communication, counselors and administration created simple communication materials, including a CTE catalogue, posters, and flyers. In addition, the school created a career planning and development course for freshman. Also, administration and counselors have made a point of sharing program information out to all staff at collaboration/cohort Wednesday meetings.

Pacing Guides/ Common Course Scope and Sequence:

We use pacing guides and common course sequence in each of the core disciplines to ensure all students are involved in challenging and relevant learning to achieve the academic standards, college and career readiness standards, and the schoolwide learner outcomes. Having a timeline and pacing guides help instructors stay on track and not repeat the same topic again, especially when students are moved from one instructor to another because of a schedule conflict or other issue. This practice supports new teachers by providing an outline of instruction, while providing veteran teachers with freedom to vary their instructional strategies according to their own training, experience, style, and interest. Administration has provided time for co-planning on a department wide basis, but some teachers have expressed a desire for more time to co-plan with grade or subject level instructional teams. Pacing guides helps students, teachers, departments, and school administrators
avoid confusion while making sure our instructional delivery meet all the state and federal targets for students to achieve by the end of the semester/year.

Successful demonstration of academic achievement/

Common Core Implementation:

Students, Staff, and Administrators at Robert F. Kennedy High School take pride in our academic achievements. In the past we demonstrated student learning through exceptionally high scores on California Standards Tests in all subjects. Compared to similar schools our rankings were consistently in the top tier. Considering that many of our current staff were present at Kennedy during those assessments, this is clear evidence that our teachers, staff, administration and students understand and value the State and National subject based content standards, and use them to guide instruction in core courses which were assessed.

In the transition to Common Core, our challenge has been to meet State Subject Standards focusing on the literacy skills connected with each discipline. Specifically, Science, Math, English, and History teachers continue to teach both of breadth and depth their core subject standards while now increasing the focus on reading, comprehension, analysis, thinking, and other literacy skills related to the subject.

Common Core Instruction:

Our Core departments have been modifying, refining, and creating curriculum to support teacher instruction and student learning since the establishment of Robert F. Kennedy in 2008. In the past 3-4 years, these efforts have primarily focused on adapting common instruction and learning towards the skills addressed by the Common Core Framework Standards. Each core department has met extensively to focus instruction toward an emphasis on literacy, thinking skills, critical analysis and evaluation rather than a narrower set of content as assessed under the CSET rubric.

Career and Technical Education Instruction:

Along with our focus on subject standards, we have been working on our career readiness guidance for students through the counseling department, through course sequence, and through our CTE courses. At the beginning of students' journey at Kennedy, counselors meet with students to help them select a series of courses consistent with their individual plan for after graduation from Kennedy. The process is refined and continues with students throughout their 4 year course of learning here. Some students have

greater engagement and participation in this process than others, however. Some students express a desire to have greater access to choice and timely selection of courses throughout their 4 years. Counselors have sought to address these challenges by meeting with students at the beginning of their high school years, and continuing to engage students in conversations regarding their progress towards meeting goals.

Though the formalization of the CTE program is new, and we don't have much data related to outcomes, the goal is to prepare a student to enter the workforce in a given CTE field, to pass a certification test, and/or to continue and expand their career learning at a college. Some of these programs have existed since the school opened in 2008.

Special Education Instruction:

General education curriculum is modified and students accommodated for instruction to support curriculum based on the needs stated in student's IEP. Based on IEP and student needs, Kennedy Students in the Special Education department are supported through the following strategies: Reading directions in a variety of ways, reading sections to students to help them comprehend the lesson, graphic organizers, notes to help with instruction, and teaching students to look for information in the text to prepare them for college, in small group setting or one-on-one in the Resource room. Graphic organizers are used to aide each Special Education student in implementing organizational strategies. In addition, Kennedy has Special Education teachers assigned as co teachers in some classrooms to support learning.

Special Education teachers communicate with counseling department to change classes when needed, to discuss grades (i.e. "F"), invite them to IEP meetings to help discuss classes and grades with parents, and to discuss college readiness to 9th- 12th graders when applicable. (e.g. FASFA, orientation, assessment for classes, etc.)

Students enrolled in the P.A.V.E. Academy and Severely Handicapped (SH) students participate in our district's Workability program. In this program students receive job training and work experience through the use of curriculum and by working in the community.

Workability is a program that teaches students to complete employment applications, with potential job experience when hired. Help student's complete resumes that include the workability job they worked at.

Special Education teachers communicate with counselors to ensure that students in Special Education are in the proper general education setting.

In our focus groups, some members voiced concerns that Special Education teachers could more effectively communicate with co-teachers how the curriculum needs to be adapted for specific students. General Education teachers have conveyed that communication between them and SPED teachers has not been productive to ensure the needs of SPED students are effectively met.

RSP Students

Kennedy provides a resource room for RSP students. Here Special Education teachers and support staff help students comprehend and complete assignments. Students can ask teachers to take assignments, quizzes, and projects to the resource room so that they can complete them with support.

Some RSP students do not always comprehend assignments due to high vocabulary level. Support staff provide assistance in understanding, translation, Support staff provide dictionaries, computer access to look up meaning of the words, and visual examples when needed for clarity. RSP staff explain prompts and tasks in a simpler way breaking down and summarizing their assignment. Sometimes RSP students get overwhelmed approaching a full page assignment; however, they do meet the standards when it is broken down, or chunked into more digestible bites of learning.

RSP students struggle with assignments due to their reading, writing, and math levels. Some students need one on one instruction to help complete assignments, some students need to have assignments read to them in order for them to complete assignments, and some students have difficulty in the writing process even when given prompts. Teachers and instructional staff dictate orally for the students to write the sentences or paragraphs.

During focus group discussions, this was a matter in which

Gen Ed and SPED teachers disagreed. SPED teachers believe the issue lies in a need for general education teachers to look at the accommodations and modification page and provided modified assignment per IEP. Some Special Education teachers have expressed concerns that General Education teachers are not complying and/or are not asking the RSP staff how to better facilitate to our students in the RSP program. Gen Ed teachers, on the other hand believe the issue lies in the vagueness and lack of specificity in the accommodations and modifications required by the IEPs. Also Gen Ed teachers expressed a concern with the similarities in the majority of the accommodations and modifications among different IEPs for different students.

Teachers have also voiced concerns that Special Education teachers could be more helpful and specific in describing what specific modifications or accommodations need to be made for individual students, and what specific manner is expected for such. For example, if a student is expected to have questions read aloud on a tests, is that a job for the general teacher during the assessment, or will the student be sent out to the resource room. There is still a need for schoolwide systems to more consistently address these challenges.

In order to address this problem, administration has welcomed Special Education teachers to address faculty during late start meetings, to clarify the intentions in individual education plans, to explain the difference between words like modification and accommodation, and to address matters related to general teachers meeting the needs of Special Education populations.

English Learners

One third of our population consists of English Learners who are enrolled in core classes. Our self-study made clear that we have a need for more consistent protocols to ensure that English Learner populations are instructed in a manner that considers how much the student can do and how much to expect of a student who is learning the language, which will determine the level of expectation for how much information English Learners can process. Strategies are used in many classrooms to help English Learners, but it would be helpful to increase the consistency of the use of SDAIE and ELD strategies, simplification of questions, provision of language resources, and other teaching methods

which engage English Learners in instruction which is challenging, realistic, and fair. In addition, teachers need to more consistently pay attention to the EL levels of specific students in the classes. And in some cases, concerns voiced by teachers indicated that there is a need to address instructional practices to support all students.

In order to address this challenge, Kennedy Administration has supported the Special Education Department Chair in efforts to increase awareness of English Learner populations among General Education teachers.

After School Tutorial

Students participate in after school Tutorials to support learning in Math, Science, English, and History, as well as for preparation for SAT, support for CAASPP preparation, and for Advanced Placement Course Review and Practice.

Conclusion

We can conclude that Kennedy's administration, teaching staff, and support staff have sought to make learning challenging and relevant. To a large extent this effort has been successful.

However, conversations with teachers, parents and students have revealed that students would be better served by more effective efforts to increase the relevance of teacher instruction both in content and delivery. Findings from other sections of the self-study and other stakeholder feedback has led us to conclude that the above perception is likely due to a lack of communication regarding CTE Pathways and other course offerings and differences in instruction from teacher to teacher. The continued development and expansion of communication regarding CTE pathways will provide students with opportunities for more real world experience and preparation for career.

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
While Kennedy offers *Edgenuity*, it does so as part of a regular day class in which the teacher of record provides	**Pacing guides**

instructional support.

The effectiveness of timelines and pacing guides is demonstrated through systems in place to ensure that students demonstrate mastery before proceeding to the next unit. Gen Ed students demonstrate mastery at 70% of the content in order to advance to next lesson or next course. SPED students demonstrate mastery at 60% per IEP.

The online courses blend both electronic grading with grading done by the Supervisory teacher. Online multiple choice quizzes and exams are graded by the online *Edgenuity*, whereas the Supervisory Teacher grades short answer, extended answer and essays.

All online work is done with the support of the teacher. The teacher closely monitors all students to ensure they meet major timelines, in order to successfully complete online coursework and to maintain academic integrity

Edgenuity requires students to take formative assessments or quizzes in each unit prior to taking a unit exam. Formative assessments or quizzes can be retaken up to 3 times and then teacher will verbally assess students or retake after a discussion and assessment of student note taking.

 Edgenuity was selected by the school specifically because it is rigorous, standards-based, UC a-g approved and is continually updated. Kennedy began the use of *Edgenuity* in August 2016 which is a blended learning program. Its heavily video-based course program that includes exercises, quizzes and tests; courses are aligned with Common Core and state standards. The program is designed to be used under the guidance of teacher.

Courses are UC a-g aligned and approved, so students can retake a course in order to be back on track. Students are monitored by an instructor while working individually on computers located throughout Kennedy.

Edgenuity is self-paced learning and pretesting allow students to spend more time on what they need and less time on content they've already mastered so students can catch up and graduate on time.

One challenge for the *Edgenuity* program, according to the Special Education staff, is that RSP students are struggling.

Edgenuity **Course Curriculum Guides**

Conversations with *Edgenuity* **teachers**

UC a-g Course Descriptions

There was a change in how students were able to access credits to recover credits using independent software learning. Some found the older system easier to complete. Some RSP students end up far behind in completing the sessions. They are not reaching the targets in a timely fashion, and the online learning is taking them longer Some teachers have indicated improvement in for RSP students who are working in *Edgenuity*, but this is an area for growth. Per IEPs some students are allowed to pass at 60% rather than an 70% but this is not preferable. Some students have been putting in practice and improving their listening skills, supported by brief verbal and video lessons that help students understand the content.

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Students at Kennedy understand the standards and expected performance levels that they must achieve to demonstrate proficiency. This is ensured through the use of Explicit Direct Instruction (explained below).	**Conversations with Students**
WASC Focus Group Meetings with Students and Parents revealed a high degree of student and parent perception that students understand objectives in lessons, and standards/expected performance levels. This may be, in part because of the focus on Explicit Direct Instruction which Kennedy teachers have demonstrated.	**Student WASC Group Meeting(s)** **Parent WASC group meeting(s)**
Explicit Direct Instruction (EDI) at Kennedy begins with a clear objective and purpose for learning, guided by California Standards, student learning needs, and teacher expertise and focus. District and Site leadership have directed teachers to provide learning objectives for each lesson, and to teach so as to ensure that students are meeting these learning objectives.	**Classroom Observations** **Classroom Snapshots – Spring 2017** **Exemplar Student Work**
It continues as teachers teach basic skills and concepts in a sequenced and orderly manner. After teaching a basic concept or skill, teachers ask a targeted and specific question of students related to the subject matter content just taught. Next, teachers pause, allowing students time to reflect on the question, and mentally prepare an answer. Students then share their answers with each other, and if teachers have	**Formative Assessment Data** **State Assessment Data**

white boards, students point to their answer. The teacher can at this point verify that students have understood the concept.

The process next involves choosing a non-volunteer randomly in order to verify that all students are learning, listening to the response, then responding with effective feedback, either reinforcing a correct answer or redirecting toward a correct one.

Teachers at Kennedy continue to check for understanding through the use of informal and formal formative assessments. Some of these are specifically designed standards based assessments which are used on a department wide basis. Some are designed by individual teachers in the classroom. Kennedy teachers have been in the process of refining and improving our formative assessments in order to use them to inform instruction and to guide reteaching. Some course sequences are more amenable to this than others at our school, but all departments are trying to improve this component of our instruction.

While EDI instructional strategies have been a District focus, snapshot observations revealed that EDI is not universally practiced in every classroom every day; however, there are signs of its implementation in most classrooms at Kennedy. Some of the newer teachers have not been trained extensively in EDI, and some veteran teachers have expressed concern that these skills need to be reinforced more frequently in trainings in order to support a fuller implementation.

The tools we have include assessment software which provides feedback to teachers and cohorts regarding student understanding of key standards chosen for the unit. Teachers meet to compare results, to modify the assessments as needed, and to determine where weaknesses lie and where reteaching can take place. Individual teachers do this on a daily basis in an informal manner, and seek to give their students the tools they need to understand the areas they are weak in. When students struggle, departments hold after school tutorials for support and re-teaching. There is a schedule available to all students so they are aware of this resource. All core departments offer tutorials for students, but not all subjects and teachers hold tutorials.

Formative Assessments are used to determine whether

Assessment Data

Data Works training sign in sheets

TAPPLE signs

Student Survey(s)

Parent Survey(s)

Classroom Snapshots – Fall 2017

students understand the expected performance levels for each area of study. When teachers, through informal and formal formative assessment, determine students have failed to meet the expected performance level, reteaching is recommended. In some disciplines this happens more frequently than others, in part because of the nature of discipline, and in part because of the requirements of pacing calendars.

Core Courses have their curriculum aligned to the Common Core Standards and Next Generation Science Standards. The staff has implemented regular cohort meetings to discuss and plan instruction based on formative assessment data, the needs of students, and the pacing calendar for the subject

Explicit Direct Instruction, as taught by Data Works requires regular checks for understanding, in order to make sure students understand the standard and what proficiency looks like. In classrooms where this is done on a regular basis, teachers and students know where students are in relationship to proficiency levels.

Reviewing student work helps Kennedy instructors assess whether the student actually understood the subject and if the student is able to analyze, comprehend, and conduct effective research. It helps the instructor to adapt the material accordingly in order to be able to teach and provide help for the student that needs the help. Consistency of expectations across classrooms could be improved in this area.

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Instructional staff members differentiate instruction to address student needs through use of Explicit Direct Instruction, integration of multimedia and technology, formative assessment, data analysis, Sheltered English Instruction and SDAIE strategies, and through addressing Individual Education Plans. These strategies impact student learning by allowing teachers to check for understanding during instruction, increasing the ability to ensure that	**Classroom snapshots – Spring 2017** **IEPs**

students are understanding and reaching educational goals, and providing access to students who are learning English while learning content, and to students with specific learning disabilities and other Special Education populations.

As mentioned above, teachers use diverse instructional methodologies in order to reach as many students as possible. In addition to the previously mentioned strategies, teachers differentiate instruction in order to meet the specific needs of students in their classrooms throughout the day. This differentiation includes the use of proximity to students needing greater help with staying on task, allowing greater time for students who are in need of it, and challenging students who are shy to expand their experience with sharing their voice. The manner in which Kennedy's teachers differ greatly according to the personal styles and giftedness of our teacher. The importance of differentiation of instruction has been made known to new teachers by district and site leadership, and has been re-emphasized through professional development, teacher evaluations, cohort planning, and experience teaching. In light of this, Kennedy teachers mix up lessons each day to make sure students do not become complacent.

One example of this at our school combines the use of technology with differentiation. In the English department teachers are able to customize curriculum for students through Pearson Realize. Teachers are able to edit documents and send specific activities to students that meet their learning needs. Students then can access the curriculum (test, independent practice, graphic organizer) through their computer to complete the activity. There are some challenges related to implementation, as students forget passwords and IDs, sometimes the computers load slowly, and some of the computers need to be replaced.

EDI (described above) incorporates checks for understanding that verifies student learning during instruction. When used properly, this allows teachers to differentiate instruction in real time by identifying students who are not understanding the concept currently instructed. Teachers address individuals through reteaching, modelling, redirecting.

Teachers at Kennedy use Specially Designed Academic Instruction in English (SDAIE) strategies and ELD strategies in order to reach and support English Learners.

BTSA/TIP guidance, binders, and portfolios

Conversations with Students

Student WASC Group Meeting(s)

Parent WASC group meeting(s)

Classroom Observations

Classroom Snapshots – Spring 2017

Student Work

Formative Assessment Data

State Assessment Data

Department Assessment Data

Data Works training sign in sheets

Student Survey(s)

Parent Survey(s)

Classroom Snapshots – Fall 2017

SDAIE involves clear speech, pausing for comprehension, and supporting the content learning through introducing both content and language vocabulary as early in the lessons as possible. Teachers at Kennedy use pairing and group activities for reading, discussion, writing and revision in order to engage social learners and to support students who benefit from assistance of peers. In some cases teachers pair a stronger student with one who is struggling. In other cases, similar students are grouped together to address problems together with teacher support. Group work with assigned roles, jigsawing, and cooperative learning strategies such as think-pair-share. Some use student presentations to engage social learners and challenge shy students. "I say. You say." is used to model correct pronunciation and understanding.

Kennedy teachers incorporate listening and writing alongside reading, annotating while reading, and defining words in context to support language comprehension and critical thinking. Some teachers play an audio version of the text while students read along. Others read aloud the text, and model the correct pronunciations for students. Teachers also use teacher think-alouds to model critical questioning, reflection, and writing strategies. Graphic organizers and other visual learning strategies support students in most Kennedy classrooms. Project based learning, hands on learning, and Gallery walks are used to differentiate as well. Teachers incorporate technology via laptops, Pearson *myPerspectives*, *Listenwise*, and use technology in the classroom or computer lab for student created projects.

In the math department, the following tools and strategies have been employed:

- The purchase of manipulatives to use in the lower classes (Pre-Algebra) to help students understand math through hands-on activities.

- The purchase of the following software: EXAMgen, Smart View for TI-84. This is software to visually project the calculator and multiple versions of the screen at the same time to the front of the classroom. Pre-made geometer sketchpads (GSP) animation. NLVM computer App, and Kuta Software.

- The purchase of graphing calculators to assure that every math classroom has a classroom set.

Department Purchase Requisitions

- TI-89 Titanium Calculators used in Calculus

- TI-84 Calculators class sets in every Math classroom

- Math teachers are integrating greater use of technology by teachers and students.

- Khan Academy website

- The use of Desmos.com animation

- Three class sets of iPads

As mentioned in the section on technology, teachers incorporate multimedia in the form of power point, music, film, video, ELMO document camera instruction, interactive whiteboards, real time digital checks for understanding using electronic devices, and creative uses of software, webpages, and other resources. Examples include:

- The use of internet to complete assignments

- Use of electronic text books

- Use of online classroom for quizzes, test, and for document retrieval.

- Use of projector classroom projectors to model instruction

- Student use of office 365 for completing assignments at home as well as storing documents for later use.

- *Edgenuity*

RSP students

Some subjects are hard to understand for our RSP population. For example, Math courses require remembering formulas, English requires brainstorming for essays. In Since the vocabulary can be challenging, and Researching historical events presents a challenge. Instructional aides integrate multimedia and technology to find the information needed to complete Science and History assignments. Students tend to forget math formulas, so helping them look into the book to find it helps them in completing their work. Brainstorming essays is one area students struggle with. Teachers and support staff provide ideas to visualize the

prompt in their essays.

According to Special Education teachers, some RSP students have a hard time with organization, access and apply knowledge due to the learning disabilities. General education teachers use a variety of directions, modeling, and visual aids for them to understand which will also help other students who are struggling in the classroom. Some of our students are shy or will not ask for help, which can cause them to fall behind on assignments.

Another perceived area of growth in differentiation arose during WASC meeting with students. Though most students felt that teachers give multiple opportunities for struggling students, a small subset of students voiced the concern that when struggling, they do not receive the support that they need. Teachers at Kennedy address struggling students through individual strategies, but we do not have a uniform set of schoolwide systems in place for instructional interventions.

As mentioned in the previous section, differentiation for our SPED populations and EL populations could be improved through targeted professional development training teachers to more effectively serve the learning needs of all students within the EL and SPED subgroups.

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

> **Online Programs: iNACOL Standard K: Instruction**: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Teachers at Kennedy are daily using a variety of strategies including multimedia and other technology in the delivery of the curriculum. The effectiveness varies from instructor to instructor, and we have newer teachers who are learning to use research based methods.	**Teacher and Staff Credentials**
	Teacher Continuing Education
Students, Staff, Teachers, and Administrators at Robert F. Kennedy High School use current educational research. Teachers have been trained by the district in the use of Explicit Direct Instruction, Checking for Understanding, and English Language Acquisition Strategies. Data Works has provided Teachers with specific instructional strategies based on current Educational research to ensure teacher awareness of these strategies. Staff Evaluations include assessment of Teachers use of these strategies.	**Lesson Plans**
	BTSA/TIP Binders
	District Attendance Records of Staff Development
Teachers at Robert F. Kennedy High School use many Research based strategies learned in our Credential and Graduate programs. These include research based classroom management strategies, ranging from those inspired by Harry Wong's The First Days of School to comprehensive philosophies of human behaviorism to educational philosophy advanced by Piaget. Regarding impactful instruction, teachers are familiar with Ray Marzano's Classroom Instruction that Works and Blooms Taxonomy. Throughout the transition to Common Core and CAASPP, teachers have familiarized themselves with teaching and learning strategies related to complex text analysis and	**Walk-Thrus**
	TAPPLE signs
	SLO Revision Conversation Records

evidence based learning, and students understanding of how analysis of arguments, and using textual evidence can increase their understanding of ideas and help them form their thoughts.

Teachers at Robert F. Kennedy maintain a viable, meaningful instructional program. WASC Self Study groups met to modify and ultimately redesign our student learning objectives, formerly known as Expected Schoolwide Learning Results (ESLRs). During these gatherings, teachers, staff, and administrators expressed their vision for students. Teachers expressed concerns for students to be prepared for life, not just for academic performances as measured on tests. This is one indication that our school has grown since our last visit in terms of students receiving preparation for college, career, and life.

In the development of curriculum and in classroom instruction, Kennedy's teachers implement various research based strategies. A sample of those currently in use at Kennedy include:

- Explicit Direct Instruction

- Diagnostic Assessment

- Formative Instruction and Assessment

- Checking for Understanding

- Literacy Strategies

- Graphic Organizers (i.e. Venn diagrams or charts to compare and classify items)

- Thinking Maps

- Predicting

- Note Taking

- Summarizing

- Nonlinguistic Representations

- Cooperative Learning

Department Common Core Documentation

Department Goals

LCAP

Department Query for information

Emails to/from Department Chairs

Email from Business Department Chair, Math Department Chair, English Department Chair, and ELD Department Chair

Scaffolding Instruction

Conversations with Students

Student WASC Group Meeting(s)

Parent WASC group meeting(s)

Classroom Snapshots – Spring 2017

Exemplar Student Work

Student Survey(s)

- Setting Objectives

- Providing Feedback

- Reinforcing Effort

- Learning Logs

- Homework

- Guided Practice

- Independent Practice

- Think, Pair-share

- Generating and Testing Hypotheses

- Cues, Questions, and Advance Organizers

- Document Analysis

- Cornell Notes

- Comparing and Contrasting

- SDAIE

Parent Survey(s)

Classroom Snapshots – Fall 2017

Wednesday Late Start Sign-ins and Agendas

Conference Requests

Kennedy teachers use a variety of strategies and resources to engage students in learning content and skill in different disciplines. Most teachers are continuing to design and improve instruction that focuses on critical thinking in support of common core based teaching and learning. These emphasize higher order thinking skills. As mentioned, technology is integrated in the student engagement process through the use of Elmo document cameras and Epson interactive projectors.

To help students succeed at high levels, Kennedy teachers use EDI (described above), along with regular checking for understanding. In addition, the WASC team queried department chairs for information regarding department specific instructional strategies for student engagement. Kennedy teachers provide experiences beyond the textbook and the classroom that actively engage students in the manners described below:

The English and ELD departments make regular use of EDI

(described above) as well as the following research based student engagement models:

- the ICE method for incorporating textual evidence (Introduce, Cite, Explain)

- the RADR method for revision (Replace, Add, Delete, Reorder)

- SDAIE strategies to support EL students

    - Group Writing Workshops and Peer Swaps for revision

    - Annotating while reading

    - Defining Words in Context

- Pairing written texts with audio

- Group work with assigned roles

- Jigsawing activities

- Cooperative learning strategies such as think-pair-share

- "I say. You say"

- incorporating technology via laptops, Pearson *myPerspectives*, *Listenwise*, projects, etc.

- Teacher think-alouds and modeling of writing

The Math Department makes use of a modified EDI as well as the following:

- Daily Warm-ups

- Group-work

- Graphic organizers

- Pair-Share

- Presentations

- Calculator Use

- Effective teaching practices on a daily basis

The Science department incorporates objectives and planned, sequenced learning in the subjects of Biology, Chemistry, Physics and Earth Science. As budget and time allows, Science teachers incorporate labs to increase student understanding and provide hands-on learning of Science principles. Science teachers also make use of EDI, group work, and formative assessments. The Science department uses department based FACS and district benchmarks as formative assessments to inform teachers regarding student learning.

The History department makes regular use of Document Based Learning instruction. Using the Stanford History Education Group (SHEG) model, students read primary source documents from various points of view and seek to answer historical questions by evaluating bias, historical context, the purpose of the document, and the arguments in the document. This hands on learning strategy engages students in critical thinking, focused targeted inquiry, and allows them to form arguments based on logic and evidence while bringing them into the world of history they are studying. History teachers also make use of EDI as the scope and sequence allows. The History department also uses formative assessments to inform teachers about student learning.

The Business department makes regular use of the following instructional strategies:

- Hands-on-Learning

- Modeling

- Project-based learning

- Direct Instruction

- Formative Assessment

The Health Department is organized to create a relevant, consistent, attractive, and accurate high school course that is both motivating toward learning and easy to comprehend. The units of the course are presented in such a way as to

make them highly relevant to the needs of today's high school-age students.

The Foreign Languages Department engages students through conversations, incorporating languages into skits, dialogues, and interacting in the learned language regarding daily life. Each unit in Spanish classes, for example, is focused on language learning objectives which are incorporated into meaningful learning activities surrounding communications, communities, culture, and comparisons. Other examples of student engagement include conversations about sports, health, food, and other topics of high interest to high school students. The department builds student engagement through conversations on sports, health, food, and topics of student interest.

The Art Department: Instructional strategies used in the arts classroom include Explicit Direct Instruction, Teacher led drawing activities, Silent Reading and notetaking, Reading aloud, Pair-Share discussions, and One on One tutoring during independent practice.

CTE Pathways at Kennedy provide students with a career plan and proper training to support it: Education, Engineering Technology, Software and Systems Development, Business Management, Residential and Commercial Construction, Architectural Design, Welding and Materials Joining, and Patient Care.

Industrial Arts at Kennedy trains students in Woodshop, Welding, and Construction. These disciplines prepare students for careers and teach both the theoretical rationale behind the trades as well as the hands on techniques and methods of craftsmanship that has both beauty and structural integrity. Engineering Technology courses provide students with hands on learning. Examples include surveying, solar energy generation, and even creating yogurt. Students in Multimedia gain expertise in using Adobe software, digital photography, and filmmaking in preparation for careers in those fields, as well as practical experience that can be applied to other jobs. Students in Business Management gain skills and practice at creating businesses, and conduct self-assessments through

In regard to the use of technology, most teachers use desktop computers with projected images on whiteboard for regular instructional purpose. Most classrooms are equipped with

interactive Smartboards which allow teachers and students to input data to their desktop from the front of class while instructing. Many Kennedy teachers make regular use of PowerPoint Presentations, audio-visual technology, ELMO document cameras, Assessment Software, Web Browsers, Online Databases, and other regular technology resources. The Delano Joint Union High School District is not a "Google District," having chosen to instead utilize the Office 365 suite of programs and apps instead. Office 365 and the internet are in use schoolwide. Teachers use office 365 to share documents and other file formats. Students communicate with teachers via email.

Some students make regular use of online submission of student work, and make use of online resources to discourage plagiarism. Some are using interactive notebooks, and software and tools which allow students to offer digital feedbacks allowing teachers to check for understanding in real time, live during instruction.

Students have regular access to computers. Some classes are equipped with a full lab, while others have several student work stations. Those that do not have student computers in their classrooms have access to computer labs and library computers, as needed.

Kennedy teachers' classrooms are equipped with Elmo document cameras for demonstration of lessons, showing model student work, for instruction and correction. Most classrooms use Epson Projectors which allow the desktop computer to be displayed on the front screen of the class. The Projectors have interactive technology which allows teachers to digitally manipulate their desktop from the projected image at the front of the classroom. These technologies are used in some Kennedy classrooms by students for demonstrations of understanding and student modelling. The extent to which these technologies varies by classroom, subject, and teacher interest and expertise in using the technology. In addition, laptop computer sets are available from the library and used by some teachers, and some have received grants to support their instruction with additional technology.

RSP students familiarize themselves with job skills. Using technology, the student fills out online job applications and resumes to prepare them for their future job seeking.

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
While Kennedy offers *Edgenuity*, it does so as part of a regular day class in which the teacher of record provides instructional support. Teacher technology competencies were addressed extensively in Teacher Credential programs. In addition, Kennedy teachers have been trained to use the Aeries.net software and the Illuminate software. With the development of CTE pathway courses, teachers who teach online technology courses are required to have competencies related to their subject. The implementation of the *Edgenuity* program at Kennedy is structured so the program is used under the guidance of a teacher. Students are monitored by an instructor who is trained in technology competencies both for the instructor and the student. The students work individually on computers located throughout Kennedy. *Edgenuity* combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performances tasks, and assessments to engage students and ensure subject-area mastery. The technologically competent instructors are quite effective in the use of technology. The online courses blend both electronic grading with grading done by the Supervisory teacher. Online multiple choice quizzes and exams are graded by the online *Edgenuity*, whereas the Supervisory Teacher grades short answer, extended answer and essays. Mr. Coronado, the Business Department chair, oversees online instruction. The teacher closely monitors all students to ensure they meet major timelines, in order to successfully complete online coursework and to maintain academic integrity. These students generally attend their online course for one period of the school day, and are then fully incorporated into regular classes during the rest of the day.	**Teacher Credentials** **CTE Credentials** **Conversations with *Edgenuity* Teachers** **Online records**

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
To a high degree, teachers at Kennedy use coaching strategies to facilitate learning for all students.	**Teacher Survey**
Examples of equitable questioning strategies, guided and independent practice, project based learning, and other non-didactic techniques to engage students in their own learning can be found in a wide variety of forms in classrooms through the Kennedy Campus.	**Classroom Snapshots** **Observation Records**
Snapshots indicated a range of coaching strategies used by teachers, such as correcting behavior through positive reinforcement. Students and Parents in our WASC Focus Group meetings expressed enthusiasm regarding the role teachers have in their lives as coaches, guides, and encouragers. Students expressed that teachers "don't give up" on students and encourage students to persist in overcoming personal and academic challenges	**WASC meeting documentation** **Student WASC Group Meeting(s)** **Parent WASC group meeting(s)**
Students experience Coaching Strategies at Kennedy in the form of: • Encouragement of students inside and outside of class • Repetition • Correcting • Teaching how to focus • Time management • EDI Instruction • Regular Checks for Understanding • One on One Instruction and Guidance • Front-loading Vocabulary	**Conversations with Students** **Classroom Observations** **Classroom Snapshots – Spring 2017** **Student Survey(s)** **Parent Survey(s)** **Classroom Snapshots – Fall 2017**

- More use of classroom discussion to guide students to a deeper level of thinking, express their ideas how they can solve problems, and support the method they use to get the answers.

- Guided Practice

The math Department at Kennedy supported a model of increasing teacher mentor and coaching skills in the following ways:

- 3 Math teachers attended Pre-AP training in Summer 2015.

- 3 Math teachers attended the "Effective Teaching with Principles to Actions" conference organized by the NCTM in January 2017.

- New math teachers are being supported and mentored by teachers in the department through TIP, Intern mentoring program, and Math Coaching.

For students who are in the Transition program, class work is modified to enhance the learning of all student regardless of cognitive level. Teachers and instructional aids lead students as a class and other times in small groups. For nonverbal students, staff record questions or answers and students engage by pressing the recorder. Staff provide students with prerecorded questions and answers that students may play back using electronic device.

 In Silkscreen class students are engaged in learning the creative process by creating art work that is assigned per group, create art work to them place on t-shirts to sell, also marketing strategies, prompting students into groups to create a company name, with a CEO, Asst. CEO, Designer, and Project manager.

In Yearbook class, students are engaged in the learning process by learning Jostens yearbook app, creating pages, selling advertisements & yearbooks, managing their groups. In Yearbook and Silkscreen class, students are evaluated by their completed projects within their groups or as individuals.

Students participating in the WASC Self Study indicated a high degree of respect for teachers at Kennedy who go

beyond the basic responsibilities of instruction. Specifically, students mentioned appreciation for teachers who engage in teaching skills that transfer to everyday life, for teachers who dedicate hours after school for practice, tutoring, and mentoring, and for teachers who demonstrate patience, who demonstrate concept multiple times, and for teachers who are dedicated to student learning.

One challenge pointed out by Special Education teachers is that sometimes students come to the Resource room with assignments that have not been modified per their IEP (for example, less items on a page, or assigning every other problem on a Math assignment). There could be better processes for insuring that general education teachers properly teach and assess students with IEPs so that Special Education populations receive clear instruction, guidance, and support. Gen Ed teachers, on the other hand believe the issue lies in the vagueness and lack of specificity in the accommodations and modifications required by the IEPs. Also Gen Ed teachers expressed a concern with the similarities in the majority of the accommodations and modifications among different IEPs for different students.

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Through a wide range of classes, students at Kennedy demonstrate that they are able to organize, access and apply knowledge they already have acquired. Students demonstrate these learning skills through participation in critical reading, description, analysis, interpretation, evaluation, formulation of arguments, citing of textual evidence, and defending positions during the course of regular common core learning activities.	**Student Work** **Assessment Data** **Classroom Snapshots** **Research projects**
To a large extent students have the academic tools at school to gather and create knowledge.	
Students have opportunities to use these tools to research,	

inquire, discover, and invent knowledge on their own and communicate this.

In our transition to Common Core, Kennedy teachers have sought to increase student access to critical thinking and the application of knowledge. This remains an area of growth, but progress has been made.

Departments have designed instruction and assessment to give students greater experience reading challenging text, analyzing arguments, citing textual evidence in conversation and writing, and studying concepts and ideas in a way which allows greater manipulation than the simple recall and reproduction depth of knowledge. A look at our instruction and department instructional materials and assessment data shows that this trend has been in place for several years, but it is still something Kennedy can expand, as classroom snapshots revealed that instruction is spent mostly at the first levels of depth of knowledge.

Students demonstrate application of acquired knowledge and skills at higher cognitive levels in the following ways, cited by stakeholders at WASC Focus group meetings:

- Selection and use of proper software for classwork, projects, research, and reports

- Using the internet for research

- Choosing appropriate software to display and share findings.

- Yearbook and Silkscreen - Students demonstrate and apply knowledge learned.

- In focus groups, teachers shared that they believe Kennedy's students demonstrate knowledge and are able to integrate it into real world experiences through their assignments that require them to research and use past knowledge.

- Yearbook and Silkscreen – students can demonstrate the knowledge they have acquired when additional assignments are given. They get into their groups and brainstorm ideas, they will ask Special Education teachers and aides if ideas are appropriate, and teachers or aides give them the ok to continue

WASC focus group meetings

Teacher Survey

 Student WASC Group Meeting(s)

Parent WASC group meeting(s)

Conversations with Students

Student WASC Group Meeting(s)

Parent WASC group meeting(s)

Classroom Observations

Classroom Snapshots – Spring 2017

Student Work

Formative Assessment Data

State Assessment Data(CAASPP, CELDT, CST, etc.)

Department Assessment Data (FACS, Unit Tests, Benchmarks, District Common Assessments)

with project or ask them to adjust and move on.	**Student Survey(s)**
• Some students are encouraged to go online to look up words for definition, to research for topics to complete in Civics and Economics.	**Parent Survey(s)**
• Students inquire about the steps, taking in the examples to complete tests.	**Classroom Snapshots – Fall 2017**
• Students ask for help from teachers and aides, who provide examples for those difficult questions.	
As mentioned above, Classroom snapshots conducted in fall of 2017 revealed that improvement can be made in instructional practices in some classrooms at DOK Depth of Knowledge Level 4 – Extended Strategic Thinking.	

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
While Kennedy offers *Edgenuity*, it does so as part of a regular day class in which the teacher of record provides instructional support. While Kennedy offers no fully online classes, the *Edgenuity* program is used within its intervention and credit recovery classes.	**WASC focus group meeting records**
Students demonstrate analysis, comprehension, and effective research strategies in the following ways, cited by stakeholders at WASC Focus group meetings:	*Edgenuity* **Course Curriculums**
• Students are submitting work through online components like Edmodo, Pearson Realize, Google Docs, and sharing documents through the Office 365 One Drive and email.	**WASC Student Group meetings**
• Students are submitting essays through One Drive and are receiving feedback from teachers. They are able to receive immediate feedback and make corrections right on their document and submit back to the teacher.	

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety

of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Representative samples of student work demonstrate that Kennedy students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquires related to investigation.	**Snapshots**
	WASC Focus Group meeting records
Kennedy students demonstrate higher level thinking and problem solving skills in all of their core classes and most of their elective course at Kennedy.	
	WASC Home Group meeting records
Our Core departments have been modifying, refining, and creating curriculum to support teacher instruction and student learning since the establishment of Robert F. Kennedy High School in 2008. In the past 3-4 years, these efforts have primarily focused on adapting common instruction and learning towards the skills addressed by the Common Core Framework Standards. Each core department has met extensively to focus instruction toward an emphasis on literacy, thinking skills, critical analysis and evaluation rather than a narrower set of content as assessed under the CSET rubric.	**Department Common Core Curriculum**
	Aeries.net
	Illuminate data
	AP Writing Assignments
Each department has created a new set of curriculum resources for teachers and increased higher level thinking, problem solving skills, document analysis and writing. The English Department has created an exhaustive data base of aspirational resources for English teachers to expand their focus on reading documents, which a focus on analytical and annotated reading, conversation, and writing. The History Department has continued to use the analysis of Historical documents as a central part of instruction and assessment, and increased the focus on critical thinking and writing. The Math Department has redesigned its curriculum to meet the demands of the common core, and to create a learning sequence that makes sense to teachers and students while addressing holistic way of analyzing mathematical problems. The Science Department has increased its use of documents and text based learning to further support and enhance the development of critical thinking in the Science classroom. The Health, PE, Art, Business, Industrial Arts departments have implemented more text based instruction in order to increase students' literacy and ability to engage in	**Common Core Writing**
	SHEG Documents
	Department Common Core Plans
	Department FACS and formative assessments
	Assessment data (Local and State)

analysis.

Each department has worked extensively to modify Kennedy's curricula, instruction, and assessment in order to support critical thinking by Kennedy's students.

As mentioned in the section on the development of curriculum and in classroom instruction, Kennedy's teachers implement various research based strategies. A sample of those currently in use at Kennedy include:

- Explicit Direct Instruction

- Diagnostic Assessment

- Formative Instruction and Assessment

- Checking for Understanding

- Literacy Strategies

- Graphic Organizers (i.e. Venn diagrams or charts to compare and classify items)

- Thinking Maps

- Predicting

- Note Taking

- Summarizing

- Nonlinguistic Representations

- Cooperative Learning

- Setting Objectives

- Providing Feedback

- Reinforcing Effort

- Learning Logs

- Homework

- Guided Practice

Student WASC Group Meeting(s)

Parent WASC group meeting(s)

- Independent Practice

- Think, Pair-share

- Generating and Testing Hypotheses

- Cues, Questions, and Advance Organizers

- Document Analysis

- Cornell Notes

These strategies are intended to engage students in problem solving and higher level thinking. When we participated in Classroom Snapshots, we learned from each other various ways of helping students to think, reason, and solve problems.

 In the History Department, the Stanford History Education Group (SHEG) methodology allows students to engage in critically thinking about history by evaluating documents and diverse points of view while seeking an answer to a historical question. The documents include political speeches, writings, letters, essays, Acts of Congress, Supreme Court Decisions, Presidential Executive Orders, Political Cartoons, Voices of Dissidents, Art, Maps, and numerous historical documents highlighting the points of view of diverse groups of people at different stages in history. Students do research and learn what happened in a historical context, what the points of view were at the time, how historians view an event now, and why it was important.

The Art Department addresses common core literacy in the following manner: The process of Art Criticism is a helpful vehicle for introducing core vocabulary related to analysis and critical thinking. We begin by defining academic language used in Art Criticism which translates well to English, History, Math, and Science. Definitions provided through the process of engaging in Art Criticism include: Description, Analysis, Interpretation, and Evaluation; each are introduced conceptually and through practice while looking at works of art.

The Arts Curriculum also supports Math through comparison and definitions of words like line, shape, form, parallel, perpendicular, and through the use of measurement

and the mathematical system of perspective used in drawing and painting. It supports Social Science through use of compass direction as a point of reference for accurate artistic rendering, and through numerous connections among Art History and World History, US History, as well as economics and politics. It supports Science in study of tools and materials and chemistry involved in the creation of art. It supports English through regular definition of terms, analysis practice, and reading and writing practice.

For students who are in the S.H. Transition program, the following critical thinking exercise supports learning: Using the Unique Learning System students are asked to answer questions correctly out of 3 to 6 choices. When answering these questions, students are required to use their critical thinking skills, as well as their reasoning to decide which answer is correct. These opportunities take place in a small group (2-3 students) and as a whole (8 students).

Yearbook and Silkscreen demonstrate higher level thinking and problem solving skills when instructed in their assignments. (e.g. creating pages, photography, creating art work, completing assignments on the computer that instructors may review and analyze).

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Kennedy students use technology to a high, but growing extent in order to achieve the academic standards and schoolwide learner outcomes. Computers are available and used in all classrooms by teachers in instruction and by students in many classrooms. Students use computer labs in coursework for learning and research. Focus groups suggest that many students say they do not have computers or printers at home for their personal use.	**Computers in Classrooms in use by students** **Laptop Carts** **iPad Carts**
Throughout the scope of their journey, Kennedy students demonstrate competency by utilizing technology to access, manipulate, and produce information. In their core and elective courses, they utilize a variety of software programs to manipulate, analyze, and produce data. They learn computer operations and demonstrate proper use and care of equipment. They learn document processing, and create,	**Student F Drives** **Student projects and presentations**

format and produce documents. They use electronic media, manuals, and tutorials as resources to access information. They develop and produce presentations utilizing electronic media. They solve problems effectively by utilizing appropriate technology.

Students have open access to the computer labs in the library for research, writing, and data base queries. Many teachers have student computers in their classrooms for the same purpose, including desktops and laptops. Students have regular access to internet resources for learning and investigation.

The Computer Literacy program offers Kennedy students basic training in the use of computer technology and a basic understanding of Telecommunications. A one semester graduation requirement course, Computer Literacy teaches Kennedy students beginning keyboarding, computer terminology, careers in the computer field, and "hands on" computer training on using software. The course teaches Microsoft Office programs— Microsoft Word for Word Processing, Excel for spreadsheet, Access for database, and PowerPoint for presentations. It also provides keyboarding practice to increase the speed and accuracy of the student, study of technology to understand how it is used in business, and discussion of the skills necessary for communicating in an international, pluralistic business environment. They also discuss the technological issues of ethics and etiquette as they relate to emerging technologies and the impact on society, and they examine the role of technology in future business applications and use technology to transmit and receive information. Kennedy students study to understand the basic functions and operation of computers. They demonstrate competency by using computers as a tool for communicating and learning. They learn basic operations, computer information processing, functions, hardware, safety, and social impacts of computer technologies.

Findings that our students use technology to assist them in achieving academic standards and schoolwide learner outcomes include, as cited by stakeholders in WASC focus group meetings, include:

- Students use internet to complete assignments

- Students use electronic text books

Student work saved on school drives

Classroom Snapshots

Classroom Observations

Aeries.net

Office 365

Computer Literacy Syllabus

GLOBAL Student Learning Outcome Goals

- Students use office 365 for completing assignments at home as well as storing documents for later use

- Students use Aeries.net to monitor their grades.

- Students use computers for SAT preparation and test practice.

- Students take assessments on computers.

- Use of online classroom for quizzes, test, and for document retrieval.

- Use of classroom projectors to model instruction

- Use of iPads

- ELD use of laptop carts

- Library/Computer Lab research

- Science and History projects evaluate how well students use technology.

- Yearbook and Silkscreen students are using technology to support their learning process. They use online website to complete assignments such as Jostens yearbook avenue, Transfer Express to create art work to be placed on items and possible sold to students, parents, staff, etc.

- Use of graphing calculators to conceptually understand material.

- Inclusion of web-based pictures, graphs, maps, and charts in student assignments and projects.

- Vernier Labquest data collection devices

- Paxton Patterson Healthcare Modules

- *Edgenuity*

- Student Research projects.

- Students are submitting essays through One Drive and are receiving feedback from teachers.

- Students using One Drive are able to receive immediate feedback and make corrections right on their document and submit back to the teacher.

- Multimedia class projects and digital arts creations

- Computer Literacy Courses

- Dual-enrollment assignment requirements.

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt*: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Representative samples of student work demonstrate to a high degree that Kennedy students use materials and resources beyond the textbook including data-based, original sourced documents, and computer databases.	**Student research projects and presentations**
Students have open access to the computer labs in the library for research, writing, and data base queries. Many teachers have student computers in their classrooms for the same purpose, including desktops and laptops. Students have regular access to internet resources for learning and investigation.	**Computer Lab Logs** **Student work saved on school drives**
Students study original source documents regularly in History and English classrooms, and increasingly in Science and Math classrooms as well. Common Core instruction has been designed in every department to increase literacy and understanding through reading of current scholarship, information, news, and scientific understandings. Some instructors and departments have had greater success at integrating documents but all are working on this challenge while trying to maintain the integrity of their breadth and depth of the scope and sequence of their instructional programs.	**Classroom Snapshots** **Classroom Observations** **Illuminate Data** **WASC Focus Group Meetings** **WASC Home Group Meetings**
Student research projects in core and non-core subjects provide students opportunity to access data-based, original source documents and computer information networks. Some teachers bring students to the library or computer lab. Some have enough computers in the classroom to allow this	**Department and Subject based Projects**

to take place.

History classrooms provide original source documents on a regular basis (several times a week, sometimes multiple sources in each lesson) for students' evaluation and critical thinking skill development.

Student experiences, activities and resources which link students to the real world, as cited by stakeholders in WASC focus group meetings include:

- Agriculture Club

- College Visits

- Explorer Program

- Career and Technical Education Coursework

- Reading Novels

- News Readings and Viewings

- Computer and Internet Searches

- Online Simulations and Videos

- Computer Literacy training

- Science projects

- Yearbook and Silkscreen acquire skills such as computer design, marketing skills, management skills, photography skills, the use of a heat press to make t-shirts, etc.

- P.A.V.E. and S.H. Transition program students have the opportunity to apply for the Workability program to gain work experience and prepare for the real world.

- RSP students research colleges of their choice for career development and as part of their IEP to prepare them for the real world.

- RSP students fill out applications and resumes online.

Clubs

Student WASC Group Meeting(s)

Parent WASC group meeting(s)

Classroom Snapshots

- Use of iPads

- SHEG- Stanford History Education Group document analysis and critical thinking instruction

- Use of Kuta Software in the math department to create resources to use in class.

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Kennedy provides all students access to career awareness, exploration and preparation through regional occupational programs, career academy programs, and course requirements. Kennedy ensures that all students are engaged in career preparation activities by enrolling and requiring that all freshmen successfully complete college and career readiness (STDV B3 at Bakersfield College). In this course, students create a 10-year plan and a budget for a lifestyle that they wish to attain. They research careers that have average salaries that can sustain the type of lifestyle. They research the necessary steps and education needed to acquire those careers. They backwards map 10 years what they will need to do each year to attain these careers. Additionally, as part of the dual-enrollment requirement students create a two year course of study for Bakersfield College.	**Classroom Snapshots** **Pacing Calendars** **Lesson Plans** **Student Work** **District Website** **Career Pathways Information**
Kennedy, in core classes, and in career pathways, addresses career preparation and real world learning in the following ways:	**Student WASC Group Meeting(s)**
Students in History/Social Science classes regularly watch current news from diverse points of view. Students in Social Science classes are also provided opportunities to participate in polling for local elections, and volunteer opportunities for political parties and candidates. Students in the Mock Trial program participate in learning about the legal system and study historical court cases, while also competing with students from other schools and communities.	**Parent WASC group meeting(s)** **PAVE course description**
Students in Spanish classes read current news articles when	

appropriate for course level. They also watch Spanish current events and learn about current and historical cultural expressions in Spanish speaking communities and countries throughout the world.

Students in English courses read current articles and debates on topics related to health, safety, politics, and education. They study historical documents, such as excerpts from the Declaration of Independence, Thomas Paine's Common Sense, and other literature from centuries past to more recent and current political writings.

Students in many disciplines commemorate historical events at the appropriate time in the calendar. These include events such as September 11, 2001 terrorist attacks, Dia de los Muertos cultural expressions, Cesar E. Chavez day, and other events and memorials that pertain to the community and United States History. At some times these have been led by the District or the Site Administration in such a way that we participate in a schoolwide manner.

Many teachers provided students with opportunities to discuss and learn about the elections process in the United States during the unique election cycle of 2016.

Students are invited to participate in trips to colleges, including local colleges such as Bakersfield College and California State University, Bakersfield, as well as colleges outside the area.

Though Kennedy has expanded its course offerings for career preparation, and has promoted career preparation course sequences, conversations with parents in our focus group meeting(s) revealed that many parents do not feel that Kennedy is adequately addressing career preparation. However, through our self-study process we concluded that this perception represents inefficiencies on Kennedy's part in communicating to parents Kennedy's program offerings.

This may also be in part because of scheduling conflicts in which a high achieving student is forced to choose between, for example, a career preparation course sequence, and participation in band or sports. On the other hand, the number of students participating in career pathways is increasing. These pathways are, in some cases currently fully implemented, and in others, still in development.

Students in clubs participate in field trips.

Students participating in sports explore other communities through participating in away games and tournaments.

In our transition to Common Core, departments have sought to collaborate and integrate learning among disciplines. Specifically, the History, Math, and Science Departments have sought to support the Literacy Standards emphasized in the Common Core English Standards. Likewise, the English Department has expanded its use of History, Math, and Science texts in instructing students in reading, thinking, and writing. The most common skill which all departments have sought to increase is the skill of analysis.

The PAVE program and SH Transition program implement our district's vocational development program called Workability. Workability allows our students to work at different locations in the community set up by our Workability program. Our students are currently working at two different job sites in the community, which include Factory 2 U and K-Mart. Students are supervised by their Special Education teacher and instructional aides.

The following programs currently exist at Kennedy for career awareness, exploration and preparation:

- Business Management

- Welding

- Building Skills

- Construction

- Pre-Nursing

- Computer Literacy

- Multimedia

- Silkscreen

- Construction Safety Certificates

The following excerpts from our district website summarize

and represents our school and district goals for Career and Technical Education:

"The DJUHSD is proud to feature a Career and Technical Education (CTE) program specifically designed to enhance the quality of education and increase the postsecondary career choices and opportunities of our students.

Our CTE programs' mission is to provide students with skills necessary for a successful transition to postsecondary education or work and a desire for life-long learning in a global society. Our CTE programs are planned course sequences of high quality academic core content and technical skills which focus on a specific career path and prepares students to successfully transition toward their career goal.

We believe that a strong and vibrant career and technical education is an essential component of the high school curriculum. For many students, it represents as much as a third of their high school experience. It is a critical component in meeting the needs of students in academic achievement, career exploration, career preparation, and leadership development. Successful transition to postsecondary education, work, or the military is one of the goals of our CTE program."

Kennedy currently offers courses which support the following career pathways:

- Education

- Engineering Technology

- Software and Systems Development

- Business Management

- Residential and Commercial Construction

- Architectural Design

- Welding and Materials Joining

- Patient Care

- Legal Practice

- Performing Arts

Kennedy is currently expanding, modifying, and creating pathways for Career and Technical Education and career awareness and exploration.

Industrial Arts at Kennedy trains students in welding and construction. These disciplines prepare students for careers and teach both the theoretical rationale behind the trades as well as the hands on techniques and methods of craftsmanship that has both beauty and structural integrity. Engineering Technology courses provide students with hands on learning. Examples include surveying, solar energy generation, and even creating yogurt. Students in Multimedia gain expertise in using Adobe software, digital photography, and filmmaking in preparation for careers in those fields, as well as practical experience that can be applied to other jobs. Students in Business Management gain skills and practice at creating businesses, and conduct self-assessments regarding students interest, skill set, and risk tolerance for such endeavors. These programs have already existed at Kennedy, but are currently under modification to meet the requirements for career pathways and to develop them into complete apprenticeship programs.

North Kern Vocational Training Center is available to Kennedy students. Located next to the Delano High School Campus, this program offers students training for professions as medical assistants, nursing assistants, and officers of the law. Students receive high school credit and preparation for jobs through this career academy program. As part of the program students participate in job shadowing, on the job training, community projects, and doors are opened to internships and job placement for those who achieve the certificate offered.

In addition to subject based, common core literacy standards, and career readiness, our school relies on English Language Development Standards for increasing English proficiency in reading, writing, listening, and speaking among our many bilingual students. The English Language Development Department has worked diligently to increase our students' understanding and use of English, and the hard work of our students and teachers has been consistently demonstrated on CELDT scores. The other departments support English Language Development for Language learners through the use of teaching which emphasizes

literacy when teaching content. Strategies employed include, Frontloading Vocabulary, Using Visual Cues, Explicit Direct Instruction, Sheltered English Instruction, and SDAIE strategies.

The Art department currently offers a limited palette for students. Most students who take Visual Arts are enrolled in Art Appreciation, a UC a-g approved course. Students who have passed Art Appreciation may enroll in Drawing I and II, but this is not a separate course in the schedule, but imbedded in the Art Appreciation courses. Other than the opportunity to enroll in the embedded Drawing Courses, there is currently no sequential pathway (e.g. Art 1, 2, 3, 4 or Painting, etc.) for Art learning at Kennedy in the Art Department. There are no AP courses in Studio Art or Art History offered.

In regards to career preparation, the Special Education Department addresses RSP students' needs in the following ways:

- Preparing them for the real job-world

- Giving the opportunity to gather information necessary in a job application.

- Providing students with basic vocabulary support, guidance in understanding and following instructions

- Encouraging time management and establishing priorities

- Creating online resumes

- Practicing with job applications

For students who are in the SH Transition program, we expose our students to different career choices through our curriculum. Student are given pictures of different careers and the duties those career require. Nonverbal student then chose the options they like best. For verbal students we are able to engage in conversation with our students about the details of those careers (those in the pictures). In addition, student work on and off campus. Through their working experience they build a foundation of basic work skills and are provided with a work coach who helps them along the

way.

Other programs include the following:

- The Explorer Community program.

- In Business Management I, students create business plans and participate in community outreach.

- Multimedia, Silkscreen

- Kennedy does not have an Agriculture Program, but we do have an Agriculture Club

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
While Kennedy offers *Edgenuity*, it does so as part of a regular day class in which the teacher of record provides instructional support. While Kennedy offers no fully online classes, the *Edgenuity* program is used within its intervention and credit recovery classes. *Edgenuity* features direct-instruction videos featuring expert, on-screen teachers from the real world.	***Edgenuity* Course Curriculum**

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Robert F. Kennedy High School provides challenging and relevant learning experiences, through instruction based on California Subject and Common Core Standards. Kennedy achieves the goal of providing challenging learning experiences with a high degree of effectiveness in most areas. Though Kennedy has successfully made learning relevant through the development of CTE pathways and hands on learning opportunities, the growth of the CTE program to ensure all students graduate as CTE completers remains a strong focus for Kennedy staff, students and community. CTE instruction and the further development of CTE pathways support the critical student learning need addressing college and career readiness. Developing further our instruction incorporating higher depth of knowledge will support preparing students for University education.

Kennedy engages students with diverse backgrounds and abilities, especially students who are English Learners and students in Special Education, through the use of SDAIE strategies, a dedicated Special Education Staff and Resource Room, and modification of instruction based on Individual Education Plans. Kennedy teachers modify instruction and differentiate instruction through the use of Explicit Direct Instruction, formative assessments, informal assessments, Individual Education Plans, co-teaching, and numerous other strategies. This instruction supports Critical Learning Needs addressing Special Education populations, but needs to be used more consistently by all teachers in order to ensure that Special Education students are being instructed, assessed, and supported according to their individual education plans. Kennedy's administration and teaching staff need to communicate better and to create a more consistent and clear structure for meeting the needs of Special Education students and EL students in all classrooms. This will help support the critical learner need related to improving performance of Special Education populations, and English Learners on the CAASPP.

Students at Kennedy are given understanding of learning expectations and demonstrate understanding of the standards/expected performance levels through use of Explicit Direct Instruction, formal and informal assessment, formative assessment, and FACS. Continuing to use clear instruction such as EDI will support critical student learning needs addressing Special Education Students, both in regards to supporting IEP modifications and addressing higher rates of non-graduation or expulsion for Special Education populations.

Teachers integrate multimedia and technology to address student needs through the use of Elmo document cameras, Epson digital projectors, internet databases, desktop computers, laptop computers, and digital cameras, as appropriate. Student engagement at Kennedy is conducted through a variety of strategies and resources, including EDI instruction, SDAIE, technology, online research, critical thinking strategies, common core instruction, document analysis, multimedia engagement, watching news and current events, and a variety of department based

and individual teacher projects and learning activities. Increasing use of project based learning will help support critical thinking and extended strategic thinking.

Teachers at Kennedy are current in the instructional content taught as demonstrated through the attainment of subject credentials and competency, advanced degrees in their field and in education, and through continuing professional development offered by the district and pursued by individual teachers. Examples of research-based instructional methodology in use at Kennedy include Explicit Direct Instruction, Marzano's instruction strategies, and Bloom's Taxonomy. Kennedy Teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum. Kennedy teachers need to increase use of researched based instruction to address critical learning needs of Special Education populations, and English Learners, and to increase student access to the higher depth of knowledge learning activities and skill development.

Kennedy's teachers facilitate learning by coaching and engaging all students through encouragement of students inside and outside of class, repetition, checks for understanding, frontloading vocabulary, guided practice, classroom discussions, and other department based and individual teacher coaching strategies. Explicit Direct Instruction is an example of an equitable questioning strategy which Kennedy teachers have been trained in and which is used regularly. Kennedy teachers provide students with guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning. Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities through research, use of computer technology, writing, common core document analysis, and critical thinking lessons and skill development techniques designed by individual instructors and departments, and in conversation with students throughout instruction. Continuing to engage students in critical thinking will increase the likelihood that all students, including English Learners and Special Education populations, gain literacy and thinking skills and demonstrate them more effectively on CAASPP.

Students demonstrate that they are able to organize, access and apply knowledge they already have acquired through sequenced learning that builds on past skills, through research projects, through writing, and through project based learning. Students at Kennedy have opportunities to use tools to research in their classrooms, in the library, and in computers. Kennedy students think, reason, and solve problems in group and individual activities, projects, discussions and debates, and inquiries related to investigation. Students use technology to support their learning through Computer Literacy class, use of computer labs, and *Edgenuity* software. Kennedy students are provided opportunities for career awareness, exploration and preparation through Career Life Education class, CTE pathways, and regional occupational programs. In support of critical learning needs addressing career preparation, Kennedy remains focused on the growth of the CTE program to ensure all students graduate as CTE completers.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

1. Robert F. Kennedy teachers and students participate in a dialogue of learning through the

use of Explicit Direct Instruction, checks for understanding, and informal and formal formative assessment.

2. Kennedy teachers and support staff have studied, planned, and worked to understand and demonstrate Common Core goals and skills, and helping students grow in literacy and critical thinking.

3. Kennedy has energetic, motivated teachers who are competent in their discipline, committed to student achievement, and who work hard every day to provide a high level instruction.

4. Many Kennedy teachers have strong classroom management skills and a collective respect from their students.

5. Students and faculty are hard-working and dedicated, and value the "close knit family" feel of the school.

6. Kennedy students are motivated and involved in a wide range of academic and extra-curricular activities that support instruction and learning.

Category C: Standards-based Student Learning: Instruction: Areas of Growth
1. Kennedy needs to further develop and expand Career Technical Education Pathways, Career Preparation and Planning for students, and access to all students, particular EL students, to participate and succeed in a career pathway, and to be college/career ready upon graduation.

2. Kennedy needs more effective systems and consistent protocols in place to ensure that Special Education and General Education teachers communicate with each other to develop support and implement Individual Education Plans, so that RSP students are served through accountable, consistent application of IEPs.

3. Kennedy needs to continue to develop strategies that will promote and engage students in critical thinking, problem-solving, and applications of learning, at higher depth of knowledge, specifically strategic thinking and extended strategic thinking.

4. Kennedy could improve instruction through greater incorporation of cohesive strategies to connect learning across disciplines, more real-life applications in all subjects, increased availability of scheduling flexibility, and a broader range of classes to satisfy a wider range of student interests.

Category D:
Standards-Based Student Learning: Assessment and Accountability

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Lissette Valdez
Nayelli Carrillo
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Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Kennedy has a highly effective process to collect, disaggregate, and analyze student performance data.	**SARC**
Each of the educational departments within the school implements rigorous standards based assessments to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. Data from standards based assessments provides feedback to monitor student performance and instructional strategies.	**CAASPP Scores** **CEDLT Scores** **AP Scores**
Kennedy teachers effectively use both formal and informal types of assessments to monitor student learning. Objectives and related Common Core standards are posted in the classrooms on a daily basis, so that students are held accountable for what they are learning that day. Quizzes, tests, FACS and other forms of assessments are measuring tools that validate progress towards the learning objectives.	**IABS** **FACS** **Unit Tests**
In addition to assessment data, Kennedy's staff also rely on CAASPP data, District interim assessments, benchmarks, constructed responses, semester finals, presentations, and research projects to measure student progress. Informal types of monitoring such as checking for understanding strategies (whiteboards, think/pair/share, all hands up, and exit cards) also provide useful feedback that helps with instruction. To ensure teacher voice in mandated assessments, the District and Kennedy provide time for the core departments to create assessments. However, not all departments utilize the time allotted each year. English,	**Chapter Tests** **Illuminate** **Department Assessment Calendars**

Math, and Social Studies departments revise their local assessments every year. The Science department uses uniform District-wide assessments, and though given time by Kennedy Administration to modify curriculum and course sequencing, has not been tasked with modifying the assessments by the District; this will be completed in the future as the District and department determine the impact of CAASPP assessments on instruction.

Data collection and analysis is furthered by the counseling department which utilizes data in assessing placement for incoming freshmen and dual-enrollment classes, as well as providing counseling. Specifically, test scores, as well as grades, credits, and attendance are used for placement as well as identifying students who require more attention. However, some teachers have a perception that students should be placed more appropriately according to assessment data. Science department feels that science placement test data should be used to assign students more effectively.

In RSP Program the data is collected using the WoodCock Johnson assessment. Teachers also review students' grades and conduct observations to see if students are meeting the benchmarks.

In S.H. Transition Program the data is collected by teacher/staff using a tracking guide and other evaluation tools that monitors IEP goals and objectives of each student. The data is then inputted into SIRAS (SELPA Information Records and Analysis Support) and reported quarterly.

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Kennedy has effective processes for communicating student progress and achievement to stakeholders.	**LCAP Meetings**

Teachers effectively communicate with District administration, site administration, students, parents and each other in a professional and ongoing manner. In turn the District does an effective job of relaying information to the schools and community regarding any state mandated tests such as CAASPP or CELDT results. We maintain that keeping parents informed of tests scores such as PSAT, SAT and ACT is essential in promoting academic readiness. Our school site administrators effectively and continuously encourage high academic standards by communicating test results to the staff.

Teachers provide students and parents with unit or chapter test scores and other quiz and exam grades through the use of Aeries Parent Portal. Many of Kennedy's staff feel that making this information readily available to both parents and students promotes academic ownership and improves college readiness.

At the end of the athletic season, awards and certificates are presented to athletes at the banquet. Coaches choose athletes to honor based on character, hard work, sportsmanship, athleticism, and other criteria from games such as points scored, defense, wins, losses and so on. Gifts are also presented to seniors during halftime of every homecoming game.

The Kennedy Athletic Department holds an Athletic Awards Night at the end of the year to acknowledge a senior player and coaches for their outstanding performance, team season records, or individual performance (state qualifiers).

School Site Council Meetings

Coffee with Counselors

Aeries Portal

Board Meeting minutes

Back to School Night

Salute to Scholars

Scholarship Warnings

Athletic Grade Checks

Report Cards

Automated Phone System

Athletic Awards Night

Department Assessment Calendars

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of* ***all*** *students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide*

learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.

Findings	Supporting Evidence
Kennedy has an effective system for determining and monitoring all students' growth.	**FACS/Unit Tests**
Staff use a variety of checks to monitor student growth and progress, which include both cumulative and formative assessments, in-class checks for understanding (CFU) and a variety of other methods. API data, District assessments (benchmarks) and CAASPP reports also supplement student growth by offering a different perspective on student learning /progress. Special Education students, ELD students and students with other needs are monitored by the Special Education/Resource staff and general education teachers to measure student growth.	**Aeries**
	Report Cards
	Coffee with Counselors
	Scholarship Warnings
The RSP teachers monitor student growth by consulting with General Education teachers. The RSP teachers also check student's transcripts and scholarship warnings.	**CAASPP**
	Illuminate Data
In the SH Transition Program, the transition students are assessed each month using a pre-test and post-test from the assigned standards based curriculum. The data is then entered in the Unique Learning System Program which shows if students are meeting their checkpoints, and benchmarks. A report can be printed to show progress at IEP meetings.	**English Online Test (*myPerspectives*)**
	CFU strategies
Kennedy teachers work closely with other staff, coaches, parents and administrators and use a variety of grade checks including Aries Parent Portal, progress reports, grade checks for athletic departments, and Scholarship Warning grades checks to ensure that students are not only meeting the learning objectives but also showing growth. Approximately every four weeks, each teacher gives Scholarship Warnings to those students who currently have a "C" or lower grade in class and consequently might fail it. The counselors monitor students' grade checks and meet with the students who receive scholarship warnings to discuss the ways to improve their grades. The LSA Coordinator also meets with re-designated monitor students to discuss their scholarship warnings and tutorial schedules. Support is given to those students that struggle with concepts through a variety of means that include peer tutoring, extra time, additional review and homework. Kennedy's coaches use seasonal athletic grade checks to monitor students' progress	**A-G Requirements**
	Daily students sign-in logs
	Athletic Grade Checks

throughout the year.

This overall continuous questioning and monitoring of student progress provides opportunities for remediation. This is even more effective with today's technology. Our goal is to continually monitor student growth through graduation.

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
The process for determining whether a student is ready to advance in the *Edgenuity* course is effective.	**Master Schedule**
While Kennedy does offer *Edgenuity*, which is an online credit recovery program, this program is offered as part of the regular day's schedule or as a seventh period class, both options of which have a regular instructor present to monitor student work.	**Student Schedules** **Edgenuity program**
At Kennedy we have several effective systems in place to ensure that students demonstrate mastery before proceeding to the next level or unit. Gen Ed students demonstrate mastery at 70% of the content in order to advance to next lesson or next course. SPED students demonstrate mastery at 60% per IEP. Also, the teacher of record and counselors monitor student progress. Students themselves can monitor their own progress through access to their scores.	
Edgenuity combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performances tasks, and assessments to engage students and ensure subject-area mastery.	
The online courses blend both electronic grading with grading done by the Supervisory teacher. Online multiple-choice quizzes and exams are graded by the online *Edgenuity*, whereas the Supervisory Teacher grades short answer, extended answer and essays.	
Additionally, students are orally assessed and engage in	

discussion with Supervisory Teacher to determine if student is mastering content.

All online work is done with the support of the teacher in a synchronous learning environment. The teacher closely monitors all students to ensure they meet major timelines, in order to successfully complete online coursework and to maintain academic integrity. These students generally attend their online course for one period of the school day, and are then fully incorporated into regular classes during the rest of the day

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

> **Online Programs: iNACOL Standard L: Assessment of Student Performance**: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Kennedy's strategies, and use thereof, to measure student progress and guide classroom instructions are effective	**CAASPP**
In 2013 Kennedy started implementing Formative Assessment of Common Core Standards (FACS). This was a shift from the previous assessments known as ACES offered by each core department. FACS were created by core departments and were aligned with Common Core Standards and NGSS Standards.	**AP Score Reports** **CELDT** **Final Exams**
English Department: The core classes (English 9-11) have several common assessments called FACS (*Formative Assessments of Common Standards)* that have been used for the last three years. The initial set of FACS was created three years ago during summer hours, but they underwent revision every year. The grade level lead takes charge in the revision process. The lead would direct the entire cohort in revising or creating the FACS through collaborative selection of texts and question design.	**Quizzes/Unit tests** **EDI Strategies** • **Thumbs up/thumbs down**
The Interim Assessment Blocks (IABs) replaced the FACs at the 11th grade level because it was felt that they would be a more accurate measure of the students' skill level. In addition, since the IABs are closely modeled after the Common Core Assessment questions, they are a more accurate form of preparation for that assessment in the spring. Because 11th grade students are due to take the Common Core Assessment in the spring, the 11th cohort has adopted the use of IABs, which are administered through	• **White boards** • **Randomization calling on students**

the CAASPP website. The cohort made this shift to help familiarize students with the CA Secure Browser platform that they will use for the CAASPP summative assessments. Furthermore, because the IABS are the closest approximation to the question types students will encounter on the Common Core Assessments, IABs are an invaluable asset in preparing students for the rigors they will encounter in the Common Core test.

The FACS are designed to assess all of the primary standards covered by the curriculum up to the date of their administration. These standards are indicated in each cohort's pacing guides. The FACS are uploaded onto Illuminate, so teachers are required to scan them into the program so the cohort can gather and analyze the data.

With the adoption of *Pearson myPerspectives*, the English department's pacing and standards sequence substantially changed. As such, the department is revising and in many cases recreating the FACS. This is a process that had been going on throughout the 2016-17 school year and has been completed through a combination of release time, extra-duty hours, Wednesday late starts, and resource time. Most of the revision has been undertaken by the resource teacher, with feedback and suggestions from the cohort leads.

At the beginning of 2017-18 school year all FACS revision were completed. Now the English department refines them in reflection of assessment results. All FACS for the English department are uploaded to Illuminate.

Also standards in the core classes are assessed on midterms (which are the *Pearson* unit tests) and finals (which are also *Pearson* tests).

Non-core English classes and English 12 classes (ERWC, English 12 AP, and Expository Writing [dual-enrollment]) do not use the same system of common assessments. Each of these courses is taught by a different teacher who is solely responsible for the monitoring of student progress. In these classes, teachers make use of other assessments to determine student achievement and progress.

The English and Science department also have District Common Assessments (DCA).

The Science department has had them for a few years. For

- **Reflections**

- **Exit Cards**

CFU Strategies

Essays

IABS

Homework

English Department Calendar of Assessments

Science Department Scope and Sequence

Bio-Life Science Scope and Sequence Calendar

NGSS Physics Scope and Sequence Calendar

NGSS Chemistry Scope and Sequence Calendar

Earth Science Scope and Sequence Calendar

Math Calendar of Assessments

History Department Scope and Sequence

the English department is implementing the DCAs this year. Three years ago, the District moved to implement DCAs in several subjects, including English. That implementation was unsuccessful for all subjects but Science.

For 11th grade, the DCAs are the IABS. For 9th and 10th, DCAs have been generated by teachers across the sites through collaboration process.

The ELD department: The department begins utilizing FACS when ELD students reach the ELD Expanding Level (former Early Intermediate: level 2) and ELD Bridging Level (former Intermediate: level 3). In order to provide ELD students the opportunity to earn English credits and therefore to meet the graduation requirements, the names of the courses ELD Expanding Core and ELD Bridging Core were changed to English 9 CP-S consequently. Thus, the only two courses where ELD students take FACS are ELD Bridging and English 9 CP-S. In ELD Bridging students take two FACS tests per year. The FACS are given towards the end of each semester and consist of multiple choice and written response questions. Students have to pass these tests with 70% mastery. They are given three attempts to retake the tests in class if the mastery is not met. For this purpose, a teacher analyzes the FACS data and generates a lesson addressing ELD Common Core standards. In English 9 CP-S, FACS are given according to the pacing guide related to this course.

In other ELD courses students do not take FACS, but they have to take unit tests at the end of the unit or chapter. Each of these tests contains multiple means of assessments, such as: completion, multiple choice, matching, short answer, and constructive response which make the students' learning progress data more accurate.

The Math Department: The Math department's common assessments are specific to our site, but they are also specific to each branch of mathematics. Algebra 1 only has assessments common with Algebra 1, Geometry only has assessments common with Geometry, and so forth. For each Math subject (e.g. Algebra I, Algebra II, Geometry, etc.), the department has three different levels of common assessments: FACS, unit tests, and benchmark tests. The FACS are treated differently in the Math department than in other departments. The FACS are formative classroom activities to evaluate student understanding and skill relative

US History Assessment Calendar

World History Assessment Calendar

ELD Assessment Calendar

to Common Core standards. The Math FACS are a uniform set of questions which each math teacher is able to modify as needed in order to use in different classes. In some cases, Math FACS are used as warm ups, in some cases they are used as quizzes, but in all cases the FACS are intended to inform the teacher what students understand so that teachers can instruct accordingly. Math teachers modify instruction in real time and assess informally through queries as well in order to determine student mastery relative to Common Core math standards.

Unit tests and benchmarks are both formative and summative. The unit tests consist of a set of open-ended questions, multiple choice, true/false, and matching. The benchmark assessment/finals are multiple choice assessments that the department utilizes Illuminate to assist with grading and data analysis. Teachers share four benchmarks that are common across all the levels in their respective branches of mathematics, a benchmark assessment for the end of each quarter. The benchmarks at the end of second and fourth quarter double as final exams.

 The Math department revisits, analyzes, reworks, and re-writes the benchmarks and finals (common assessments) every summer.

The Math department's other formative assessments include individual teacher-made-quizzes.

Thus, there is an explicit expectation and opportunity for formative assessment to take place throughout the Math department. However, it is not possible to address each classroom's individual needs for an individual level of a specific branch of mathematics with a generalized formative assessment that is common throughout the department.

The Social Science Department: The Social Science department uses summative assessments at the end of each Unit. Each exam has twenty multiple choice and two or three written response questions. The written response involves close reading, corroboration and evidence use. Teachers review the multiple choice data, but focus on the written responses. These exams were created within the last two years. There are a total of eight exams given throughout the year (four per semester).
When the Social Science department has the opportunity to meet on Wednesdays, teachers review the results and compare with other teachers in the same cohort. The

majority data analysis happens individually. Then teachers alter the exam if student response on a particular question is below the 60% mark. Exam dates might differ by a week so date is not always available at the same time.

The Science Department: The Science department has several effective assessment strategies in place. Formal assessments common to all classes with in a subject include FACS (Formative Assessment of Core Standards) and Benchmarks. These assessments were developed by a team of teachers representing the District's collective Science departments. The questions that appear on these assessments were developed using the Next Generation Science Standards as a guide.

The Science department's assessments act as both formative and summative measures. The Biology CP, Chemistry CP, and Earth Science courses use FACS to measure student progress. They give one at the end of each unit (roughly every 4 weeks or 4 times each semester). There are two versions of the FACS given. After the first version is given, the teacher will look at the assessment results and determine which standards or questions students are struggling to understand. The concepts related to those standards become focuses for review and re-teaching before the teachers give a second version of the FACS. At the end of the FACS assessment window, all teachers who have given that FACS compare their results with other teachers to compare student achievement on a standard by standard or question by question basis. This information is used to guide further instruction and re-teaching in preparation for the summative District Benchmark or Final Exams. Teachers analyze FACS data as a department during cohort meetings. Based on the analysis, teachers re-teach their lessons and modify the FACS where applicable.

In addition to the formal assessments listed above, each teacher also gives his or her own chapter tests and quizzes. There are also several informal assessment strategies that our teachers use, such as calling on random students to check for understanding, whiteboard responses, and exit tickets.

The FACS were modified due to program goals, and short response questions that were added to one FACS version each quarter. The department will continue to review and modify the FACS structure to best meet the educational

goals for the students.

The Foreign Language Department: In the Spanish department teachers use the assessments that accompany the textbooks in addition to supplemental material that each teacher uses. There is no specific name for the assessments; they are just called Chapter Tests for the Non-native Speakers and Unit Test for the Native Speakers. The Spanish department has been using these tests for at least the last ten years. The chapter tests are given once a month and before the chapter test teachers give one or two quizzes per week related to the specific topic being covered that month. Teachers have also created individual grammar quizzes that are given as soon as the material is covered.

The Art Department: Assessment in the Art Department includes skills tests, informal formative assessments, formative quizzes, and summative assessments. Quiz and Test questions include multiple choice, matching free response, drawing assessments, vocabulary review, art analysis, short answer, and writing. Quizzes are given based on teacher formative assessment and student progress. Tests are given at least once a Quarter, sometimes more frequently. Students also participate in self-assessments on a regular basis, evaluating their own art based on quality and the use of techniques taught in the course. Assessment makes up 20% of the students' final grades.

The Special Education Department: In the Special Education department, the RSP Teachers measure student progress by checking for understanding and implementing the students' modifications and accommodations. The RSP teacher provides support in the students' general education by participating in co-teaching and utilizing the Resource Room.

The SH Transition teachers in the Special Education department measure student progress to guide classroom instruction by working in small groups and check for understanding constantly. If there are students that have not mastered the lesson objective, they will be retaught and given extra time to process. If students have mastered the lesson objective, they will be given reinforcement activities.

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
While Kennedy does offer credit recovery through the online program *Edgenuity*, this program is offered on campus as part of the regular school program. *Edgenuity* requires students to take formative assessments or quizzes in each unit prior to taking a unit exam. Formative assessments or quizzes can be retaken up to 3 times and then teacher will verbally assess students or retake after a discussion and assessment of student note taking. The quizzes use true/false, multiple choice, fill in the blank and short answer for both formative and summative assessment. Students must complete activities and pass all quizzes with a 70%+ for Gen Ed students and 60%+ for Special Ed students per IEP before being authorized to take the Unit Exam which will demonstrate a student's understanding of the academic standards.	**Edgenuity Program**

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Kennedy's processes, and use thereof, to use formative and summative assessment analysis are effective but inconsistent. Kennedy's teachers effectively analyze and disaggregate all students' performance data. Kennedy provides all important data to parents, the community and other stakeholders through traditional methods as well as through technological means. Teachers use students' assessment results to measure their progress toward acquiring a specific body of knowledge or skills using a variety of assessments. Student grades, growth and performance level are determined using multiple assessments. Information from assessments is used to strengthen achievement for all students. To demonstrate achievement of academic standards, students participate in a range of programs and assessments	**Collaboration Cohort Wednesdays Agendas** **Department Meetings Minutes** **Illuminate** **Core Departments Curriculum Revisions during summer**

including CAASPP, benchmark/interim assessments, finals, unit exams, projects, labs, activities, oral presentations. Kennedy's certificated staff and District level administrators regularly examine standards-based curriculum embedded assessments. After analyzing CAASPP results, ELA and Math departments set department goals and evaluate the effectiveness of the curriculum. Teachers use results of Common Core standards based curriculum embedded assessments to modify the teaching/learning process. Kennedy uses a variety of assessment tools to monitor the progress of all students toward meeting the academic standards and SLOs.

English Department: Collaboration Cohort Wednesdays are set aside for department activities such as data analysis. However, due to an extensive list of departmental needs and activities and WASC meetings, only a few late starts have been used this year for department-wide analysis of assessment data. For example, early in the school year, the department analyzed CAASPP assessment data from the previous two years to discuss and set a department goal for this year's CAASPP. At another meeting, also early in the school year, the department analyzed and discussed the CAASPP data and CELDT data that went into the SPSA; after evaluating the scores and discussing what the data told the department about student areas of growth, teachers shared out strategies and lesson ideas. The ELD department chair followed up by reinforcing key instructional strategies to support English Language acquisition.

Sometimes during the late start meetings, the department will split up into cohorts to analyze the results of assessments. For example, after administering the beginning of the year diagnostic exams, the English 9, 10, and 11 cohorts discussed the results of the test and identified three focus standards for the year; these are standards to give extra attention to when they come up in the curriculum. The cohorts also shared out strategies and methods for supporting these standards. For example, all cohorts identified Reading Literature Standard 1 as a focus standard. The ICE method of responding to short answer questions was shared out as a way to support this standard; many teachers in the department have since incorporated it into their instruction.

More frequent and regular department and cohort analysis of student assessment data has been hindered by difficulties

ELA Diagnostic Test

CAASPPELA and Math Results for RFK

AP Exams Results for RFK

RFK CELDT Results

adjusting to the new curriculum and pacing, needing to revise pacing and assessments, and teacher delays in grading or scanning the assessments in a timely fashion. When cohorts are able to analyze assessment data in a timely fashion, the cohorts use the data to revise curriculum, revise the assessments, share instructional strategies and lesson ideas, and develop reteach/review activities. Nevertheless, all teachers in the English department conduct individual analysis of student assessment data. Teachers individually review, reteach, and reassess within in their classes.

ELD Department: Kennedy's ELD department uses the information derived from CELDT and summative assessments to modify classroom instruction, to develop intervention lessons, and to improve future student performance. The tests for all ELD classes are created with the help of the ExamView software. It means that multiple choice part of the test can be scanned, and the results of the test become available at once. Thus, the teacher can immediately evaluate and analyze the summative tests data. If the results of the test are not meeting the standards, the teacher can plan re-teaching of the unit right away. The number of ELD teachers in ELD department is significantly lower than in English department. So, the intervention lessons are created by the subject teacher.

Math Department: Math benchmarks and finals (common assessments) are revisited, analyzed, reworked, and re-written every summer. During Collaboration Cohort Wednesdays Math teachers break into subject cohorts where they discuss CAASPP scores and other assessment data and to set goals for the upcoming year. Teachers share best practices, model lesson ideas, and determine how student learning can be improved.

Social Science Department: When the Social Science department has the opportunity to meet on Wednesdays, teachers review the results and compare with other teachers in the same cohort. The majority of data analysis happens individually. Then teachers alter the exam if student response on a particular question is below the 60% mark.

Science Department: Science department teachers analyze FACS data as a department during cohort meetings. Based on the analysis, teachers re-teach their lessons. However, Kennedy's Science department does not modify FACS since

they are district assessments.

There are more formative assessments including labs, quizzes, unit tests, and projects. Theses assessments are not formally analyzed through Illuminate, but their results are verbally discussed at the department meetings.

The next step for the department is to continue the modification of FACS to best fit the NGSS.

Foreign Language Department: Every time teachers give a quiz they analyze the data to see if it is necessary to reteach or modify instruction. The purpose of it is to make sure students have learned the material by the end of the chapter. In the Spanish department, every teacher teaches a different level of Spanish, so they analyze their own data. If it is noticed that students are not understanding the material covered, teachers have to reteach the lesson or look for a different approach to transmit the information to the students.

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life.* ***Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.***

Findings	Supporting Evidence
Kennedy has a highly effective system for student-teacher interaction and monitoring of student progress based on student feedback. Students understand the expected level of the performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Kennedy's teachers implement a wide variety of teaching strategies which incorporate student feedback.	**Rubrics for Oral Presentations** **CELDT Results** **Diagnostic Test**
From the interviews, surveys, and dialogue with students, teachers learn whether the lessons, class activities, and overall class expectations support students' learning. At the same time students strongly agree that Kennedy teachers use tests and assessments to monitor and adapt the school	**Interview with the Principal** **Meetings with Counselors**

program to support high achievement for all students.

Using informal assessment or verbal communication on a daily basis, Kennedy teachers can understand if the students attain the information from presented material or additional explanation is needed.

Because Kennedy's students are expected to read, write, speak, and listen in each class, in addition to the informal assessment practices implemented in all classes, formal assessment through language is also utilized in a number of key areas.

Additional formal assessments are administered through several departments, though specifically the English and ELD Departments. These departments regularly engage in discussion, and formal verbal evaluation of speech. These speeches are assessed through rubrics, and teacher evaluation. Teachers provide feedback in the way of grades.

In addition, Kennedy's teachers informally ask students to evaluate which strategies were effective. Teachers add questions to the end of the tests to gauge students' perception. Some teachers use a Suggestion Box to get feedback from students.

WASC Student Focus Groups

WASC Focus Group Meetings (with Student Attendance)

Pre/Post Survey for College and Career Readiness Student Development B3

Suggestion Box (write at the end of the assessment)

Student Choice in lesson options

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

> **Online Programs: iNACOL Standard R: Program Evaluation**: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

> **Online Programs: iNACOL Standard S: Program Improvement**: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Stakeholders have impacted every aspect of assessment and monitoring of student progress.	**SSC Minutes**
At Kennedy staff and stakeholders evaluate the current school program based on assessment results and student achievement; in evaluation of these staff and stakeholders can make recommendations for how LCAP funds can be used to supplement programs to support and improve achievement.	**LCAP Goals and Priorities** **LCAP Report** **ELAC Minutes**
Parents have many opportunities to participate in the assessment and monitoring of student progress. They can provide feedback and make recommendations regarding the school program through LCAP meetings, LCAP parent Survey, and the ELAC Needs Assessment survey.	**School Data Presentations** **Board Meetings Minutes**
The Aeries portal is website that is accessible to parents, students, and teachers. In this portal, parents can view their students' progress in class, keep track of their homework	

assignments, and monitor their grades on specific assignments.

The counseling department holds a regular event called "coffee with the counselor." The purpose of this event is to provide a structured opportunity for more parents to meet with their students' counselors after school hours. This is specifically an opportunity for parents who otherwise cannot come in during regular school hours. Here, they discuss their son/daughter's progress in school, transcript, college and graduation requirements, etc. It is also a way to build rapport with parents and establish a solid working relationship.

Scholarship warning are notices that are sent out to parents prior to the end of each quarter. These scholarship warnings indicate to a parent that their child is in danger of failing a class. This allows students to be aware of their need to pick up their grades with a realistic amount of time before quarter grades come out.

Every athlete is required to maintain their grades at or above a 2.0 grade point average in order to be eligible to play in school sponsored sports teams. Students-athletes are required to present weekly, or bi-weekly grade checks to their coaches to determine an action plan if their grades are not to standard. Quarter grades are reported as a checkpoint for student progress. If the semester were to end at that point, the students are able to see where they would end up. This is a another opportunity for students to reflect on their study habits, time management, work ethic, or class schedule. Kennedy teachers, administration, and counseling staff can us these grades to monitor or make decisions that will ultimately benefit students.

Anyone can request a Student Study Team (SST) meeting for any student at Kennedy High. Typically, a teacher will refer a student with poor academic progress/performance/acquisition and/or behavior concerns. These teams consist of the student, parent, referring teacher, someone from the administration team, and the psychologist.

Case managers hold meetings annually to be compliant with state and federal standards and/or to address any concerns with the student. Parents often request meetings when they want to transfer their child, have a concern with the IEP, want to add a service, or simply review certain sections of the IEP. Administrators request meetings when a student has

SPSA

Back-to School Night

LCAP Stakeholder Meetings

Title 1 Meeting Agenda and Sign-in

Department Chair Meeting Agendas and Sign-ins

Collaboration Cohort Wednesday Agendas and Sign-ins

Needs Assessment Survey

LCAP Parent Survey

Aeries.net Parent Portal

SST Referral Form

Coffee with Counselors

IEP Template

Athletic Grade Check Form

Scholarship Warnings

violated his or her IEP and are trying to determine whether his or her disability is the reason he or she behaved the way they did and thus will or will not be expelled (manifestation of determination).

The LCAP fund has the strongest tie to data out of the funding sources. Each allocation through LCAP must be directly tied to data, and the final approval must come from the district office. All stakeholders were encouraged to provide input as to how LCAP funds should be utilized. In the fall of 2016 the Superintendent released the LCAP Goals and Priorities. These goals, with the correlating data have been presented to staff, and parent advisory groups and will form the foundation for any future budgetary requests. Furthermore, all teacher purchase requests must be accompanied with a narrative in which the teacher explains how the purchase connects to a goal and impacts student learning.

With the onset of the LCAP Goals, there is now a more defined understanding of the goals for the school. Through the continued collaboration of all stakeholders, resources will continue to be appropriately allocated to ensure those goals are met, and student needs addressed. While allocation of funds has always been appropriate and involved input from all stakeholders it will now be more closely aligned with data and student learning outcomes.

Student progress is shared and discussed with stakeholders at a variety of meetings: District Board Meetings, ELAC meetings, DELAC meetings, Title I meetings, School Site Council, Back-to-School-Night, LCAP Stakeholder meetings, Department Chair Meetings, and Collaboration Cohort Wednesdays.

Staff participate in assessment and monitoring in an ongoing basis through Collaboration Cohort Wednesdays, and analysis of data throughout the school year. Kennedy's staff participate in creation of the department goals which contribute to the District LCAP goals and priorities.

The board reviews and approves the plans for assessment and progress monitoring.

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
Kennedy has no online students. While Kennedy does offer credit recovery through the online program *Edgenuity*, this program is offered on campus as part of the regular school program. Therefore, students who use the program are given state-mandated assessments just the same as students who do not use *Edgenuity*.	**Master Schedule** **Student Schedules**

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Kennedy effectively examines and analyzes standards-based curriculum-embedded and other standardized assessments for English language and mathematics. This assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. This is done on a regular basis at the beginning of the year and throughout the school year during Collaboration Cohort Wednesdays. This process impacts the instruction of second language learners by modifying the teaching and learning process through differentiation of instruction in the classroom, and providing interventions after school for language learners based on student achievement data. All members of Kennedy's teaching staff use standards-based, curriculum-embedded assessments that demonstrate students applying their knowledge. Using site-generated assessments, all core teachers make formative assessments which are used to inform instruction, then summative assessments which gauge the understanding by the students. Application is assessed through numerous lab activities that require students to give evidence of high level thinking	**Collaboration Cohort Wednesdays** **Summer Extra-Duty Hours for Curriculum and assessments Refinement** **AERIES.net** **CAASPP Reports**

skills.

The administrators look at the overall test scores disaggregated and sorted by claim/strand/subject scores to determine areas of growth for our departments and schools. Additionally, they look at the individual test results to determine placement for students. For example, the 8th grade CAASPP scores help to determine freshmen placement along with our district measures.

The English department examines CAASPP data, EAP data, and AP data in fall and makes note of trends and irregularities. Based on previous years' data along with current year's data, the department sets achievement goals and instructional focuses. These goals are submitted to the AP of Curriculum and Instruction for inclusion in the SPSA. As part of these goals, the department will also indicate whether it plans on offering additional tutorials to support achievement of these goals (e.g. SAT tutorial, AP tutorials, etc.). Instructional focuses become part of regular discussion in department and cohort meetings). The department evaluates progress on these goals and instructional focuses through student achievement on FACS and on cohort reflections and evaluations of student achievement in class.

Different to other departments in Kennedy, the Mathematics Department has its unique needs and characteristics. The ideal preparation of students in Mathematics is that all students take Algebra 2 in 9th grade, Geometry in 10th grade, Pre-Calculus in 11th grade, and Calculus AP or Statistics AP in their senior year. These students should learn all the concepts needed to perform well in the standardized tests in their junior year. Unfortunately, we face a different reality: 9th graders come at different levels of knowledge. Based on their scores in the placement test and the data from the CAASPP results in 8th grade, students are placed in Pre-Algebra, Algebra 1, Advanced Algebra 1, or Algebra 2. Our challenge is to help those students to be ready for the CAASPP and SAT tests. The following are some of the actions we take:

Student placed in Pre-Algebra take also Math Support; this means two periods of math every day; our goal is to help them be ready for Algebra 1 in their sophomore year.

Students who pass Algebra 1 with a grade of A or B are

encouraged to take Geometry in Summer School as the only way to take Pre-Calculus by their junior year.

Students who pass Algebra 1 with a grade of C or D are placed in Advanced Algebra 1 in their sophomore year. If by their junior year they have not passed Algebra 1, they are enrolled in Applied Math for support, as well as their core math class. Applied Math is a hybrid course that includes basic elements of pre-Algebra, Algebra 1, Algebra 2, Geometry, and Statistics in order to provide exposure to and create connections among all the different types of math prior to taking the CAASPP.

Since the expectations for each junior depend on the math class they are currently taking, each teacher analyzes data of his or her students. The reason why the analysis is individual is because several Math teachers are the only teachers for Pre-Calculus, Geometry, Algebra 2.

Due to the fact that the standardized tests do not currently address NGSS, the Science department does not routinely examine standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) to make changes to our curricular or instructional approaches in our Biology CP, Chemistry CP, Earth Science or Life Science courses. However, the science department does utilize its own local and district assessments.

Based on the format and content of the Smarter Balanced assessments, teachers have recognized the need to, and do, include analysis of informational text in Science instruction to support all students including second language learners. Science teachers do analyze standardized assessment data from the AP Biology and AP Physics exams to make instructional and curricular decisions in those courses. Teachers who teach those subjects look at data to see which concepts and skills our students appear to struggle with and search for ways to modify instruction or curriculum to meet the needs of the students.

The ELD department works closely with English department when analyzing EL students' performance on CELDT and CAASPP. Based on the results, the departments indicate how many EL students should be offered additional tutorial to support student achievement (e.g. CELDT tutorial, CAASPP tutorial, etc.). Instructional strategies as well as SDAIE and ELD strategies have become part of regular

discussion in departments' meetings. Both ELD and English departments evaluate progress and instructional focuses through EL student achievement on FACS and evaluations of student achievement in class.

In the Foreign Language Department, teachers examine and analyze standardized assessment such as CAASPP to understand the student's cognitive growth.

The Art teacher currently uses informal formative assessment on a daily basis, checking for understanding, calling on volunteers and non-volunteers, continually walking throughout the room during direct instruction and independent practice, and through an ongoing conversation with individual students, groups, and the class as a whole regarding comprehension, skill acquisition, and students' ability to synthesize and apply learning. During drawing and hands-on art lessons, informal formative assessments are carried out during instruction. After instruction and independent practice, students participate in self-assessments, and instructor evaluates students' self-assessments and work. English Learners are provided resources in Spanish (as this is largest EL native language), and given alternative assignments or allowed greater freedom in self-directed learning activities.

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
At Kennedy assessment and student achievement data inform the development of LCAP and SPSA goals, which direct resource allocations for professional development activities and supplemental materials, tutorials, support classes, and other facets of the school program to promote growth and direct change at Kennedy. The analysis we have conducted through the self-study process indicates that this process is highly effective.	**Governing board meeting minutes** **District testing data** **Department meeting minutes**
At Kennedy staff and stakeholders evaluate the current school program based on assessment results and student achievement; in evaluation of these staff and stakeholders can make recommendations for how LCAP funds can be	**School Accountability Report Card (SARC)**

used to supplement programs to support and improve achievement.

Kennedy continually makes changes in the school program based on learning needs and the drive to improve assessment results of all students. Teachers use appropriate assessments to measure student progress towards achieving academic standards. Assessment data is collected and analyzed regularly in core departments and used to make changes and modifications in curricular and instructional practices. This drives decisions for school programs, professional development activities and resource allocations. Stakeholders are invited to be involved in assessment and monitoring of student progress toward the academic standards.

Based on district directive, Kennedy has adopted Illuminate which emphasizes student formative and summative assessment data analysis.

Through the analysis of data, several new programs have been started at Kennedy. Thus, Kennedy has implemented new credit recovery program. The completion of this program leads to a better understanding of the subject matter and furthers students' progression towards graduation.

In 2014-15 school year all DJUHSD teachers received an opportunity to work in their department cohorts every other Wednesday. The ELD department works closely with the English department especially when it comes to EL students' placement and support. Thus, after CELDT data analysis, the two departments asked the administration to create a separate class that will provide L3 students with targeted instruction.

Kennedy administrators review the CAASPP scores to determine curricular refinement, possible student placement, student supports, and resources to bolster areas of critical need. Administrators provide after-school tutorials to support all AP classes, the SAT, the CELDT (and in the future the ELPAC), and the CAASPP. The data helps to determine deficits that can be addressed not only through the already mentioned curricular refinement but also through teaching practices and professional development. The professional development, while primarily district directed, can also be sought after by teachers.

Report cards (progress reports, quarterly and semester)

School Site Council agendas and minutes

Back –to School Night

LCAP

SPSA

English Tutorial

Math Tutorial

ELD Tutorial

Social Studies Tutorial

Science Tutorial

CELDT Intervention

VIP English

VIP Math

SAT English

SAT Math

Foreign Language Tutorial

Migrant Class

The English department adopted new curriculum this last year in response to Common Core and the need to support student achievement on the CAASPP while providing a rigorous and relevant curriculum. The curriculum is available as a traditional book-based program as well as fully online program. To encourage and support opportunities to utilize this online program, the department has requested the purchase of several laptop carts, which administration has done through LCAP funds.

After evaluating initial results on the CAASPP, the English department realized it needed additional resources to support student achievement in listening. To this end, the department sought out and adopted the *Listenwise* curriculum, which it embeds throughout core and support curricula.

In response to CAASPP results, EAP results, and the phasing out of the CSTs, the English department has implemented a SAT preparation class for juniors every spring. The course provides support for core curricula while preparing students for the SAT and providing another avenue by which students may prove they are ready for college-level courses.

In the Math department, assessment results drive the actions teachers take in order to support students:

- Students who score low in the placement test take Pre-Algebra and Support Math.

- Because of the CAASPP math department opened a new class in 2014: Applied Mathematics.

- There is an after-school tutorial preparation for the SAT test.

- Professional Development is planned based on the needs of the department; for example, all teachers will have a training on the use of graphing calculator as result of the Common Core Test scores.

- The math department bought graphing calculators to have a classroom set for every teacher in the department.

In the Social Studies department, the analysis of data from

unit exams gives teachers direction in revising particular questions on the exam that might draw irregular responses from students. This allows teachers to reflect on their teaching as we see areas of needed improvement. For struggling students, a social science tutorial is offered every Monday from 3:05 to 4:00, and each teacher does on occasion offer their own after school or before school tutorial when needed. Each teacher does his or her best to research for new training's and possible resources. The Social Studies department has acquired added curriculum CHOICES (Columbia University) for seniors in gov./econ., and have free access to SHEG (Stanford History Education Group) curriculum for World and U.S. history.

In the Science department, assessment results are routinely analyzed and used to guide instruction. Common trends such as frequently missed questions on formal assessments are also analyzed to try to discover why students were generally unsuccessful at answering the questions. The Science department also examines questions where students have performed well and discusses which strategies were used to teach those topics. Teachers use that information to guide instruction. In focus group discussions, the Science department comment that sometimes FACS data comes in too late for the department to fully act on what the data indicates.

Additionally, not necessarily because of assessment results, but to be proactive in preparation for the Science CAST, the Science department is looking at ways to increase student use of technology in the classroom. The department have purchased lab equipment from *Vernier* and received professional development training on the equipment and available lab activities. In addition, students use computer simulations such as those from phet.colorado.edu.

The Foreign Language department uses a placement exam to identify students' strengths and weaknesses and to place them in the correct class. Even though foreign language department does not have any support classes or afterschool tutorials, students can come before school, lunch time or after school when they need support.

A new resource was acquired in 2016-2017 school year: the headphones for the AP Spanish Language and Culture class. Students can now record themselves digitally instead of using tape recordings. The quality of the recording is a lot

clearer and it has a better sound quality.

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Kennedy's regularly reviews and assesses the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. The school reviews the instructional practices primarily through data analysis and administrative observations. Due to the regularity of this process, we believe it is highly effective.	**Collaboration Cohort Wednesdays Agendas** **Summer Extra-Duty Hours for Curriculum and assessments Refinement**
The counselors review grades every progress report period, every four to five weeks, and meet with students that have Ds or Fs. For students who receive Ds or Fs in UC a-g courses, counselors make sure that the classes are retaken to keep students on UC a-g track. Students behind in credits, usually Seniors, are given classes on *Edgenuity* to recover credits.	**SPSA** **Department Goals**
As assessment data comes in, administration and departments analyze it for trends and it implications concerning curriculum and instruction. Much of this data analysis and curriculum evaluation occurs during summer in preparation for the school year and in the first few weeks of the school year when departments establish their department goals for the year and the SPSA. District and school expectations are that department goals, curriculum changes, and supplemental purchases are data-based and results driven. Ongoing analysis and evaluation occurs on Collaboration Cohort Wednesdays.	
There are many existing forms that would allow administrators to adapt them to our needs to look for the measures that are important to us as a school and also important to each teacher's unique needs. Under the current evaluation system, the practices are mainly through walk-through observations done anywhere from daily to monthly and full-period observations done annually for most teachers. The evaluation criteria are determined by CBA agreements and job descriptions, but the particular administrator who is observing may have different aspects of	

instruction that he or she may be focusing on, but the end results of an annual, written observation are the same. The evaluation is used to both validate a teacher's strengths and to recommend areas for growth.

To ensure student needs are met through grading policies and a challenging yet coherent and relevant curriculum, the English department utilizes course specific scope & sequences, common assessments within each grade level, common grading rubrics, and common grade weighting. Throughout summer, English teachers work together across grade levels to revise and refine curriculum in response to student achievement and performance and effectiveness of existing curriculum. At the beginning of each year, the English department meets together to discuss - and if necessary, refine – grade weighting for each grade level and support class. As time allows on late start days, the department will discuss student achievement in relation to curriculum, will share instructional practices, and will norm writing samples.

Math department evaluates and plans the curriculum at the beginning of the school year. Teachers create the Scope and Sequence for every subject with the input of all teachers in the cohort. During the school year, in biweekly meetings, math teachers share their best instructional practices and make changes as needed.   The math department's grading scales are consistent throughout all courses: 20% for the final exam, 10% quizzes, 35% assignments, 25% unit assessments, and 10% participation. Semester 1 grades are independent from semester 2 grades.

Social Studies department evaluates any and all issues pertaining to curriculum and instruction during Collaboration Cohort Wednesdays, as well as during prep times. Many of the teachers also work during non-school hours to develop new and improved curriculum. Each member of the department offers new ideas, tips and produced material available to all who would want it before school, during school, and after school. The development as social science educators is continual and is always adapting to the changes in the educational demand for a better and more effective student learning experience.

The Science department has been proactive in the implementation of Next Generation Science Standards (NGSS), and science teachers have been integrating these

standards into curriculum over the last three years. The Scope and Sequences and Common Assessment Calendar reflect the implementation of the NGSS.

During Science department meetings, the department allocates time for analysis of assessment results, discussion of current pacing for the courses, discussion of grading strategies such as the use of Illuminate, and discussion of the content and effectiveness of assigned homework, classwork and laboratory activities. Additionally, members of science department leadership team meet with other science teachers in the district a few times per year to share ideas and information related to implementation of the NGSS.

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Kennedy's selection and use of proctors and security systems for test documents effectively allow Kennedy to maintain the integrity of all assessments.	**Test Affidavit**
The administration of standardized tests, such as the SAT, PSAT, CAASPP, AP, CELDT Exams, etc. are overseen by administration. Teachers and staff are trained to administer standardized tests at a faculty meeting, or small group meeting prior to testing, and are required by the state to sign the appropriate paperwork verifying training.	**DFAs** **The Vault (Locked Room in the Front Office)**
Proctor Selection: Proctors are selected for testing based on the test being administered. For example, proctors are usually chosen to match the subject matter of the assessments (e.g., Math teachers and English teachers for CAASPP, Science teachers for CAST, ELD and English teachers for CELDT, etc.). Exceptions to this include the PSATs and AP exams, in which counselors proctor the assessments.	**Training Agendas and Sign-ins (CAASPP, CELDT, CST, etc.)**
Sometimes teachers will also be trained and assigned as proctors to assessments, such as the CAASPP, in order to minimize disruption to the school day and other teachers who are otherwise not impacted by assessments. For example, US History teachers will sometimes be pulled to proctor the CAASPP as they would have an empty classroom.	

Security System for Test Documents: All testing materials are locked and stored in a room in the administration building we call the Vault. Only a select few individuals have a key to access the vault. When administering the tests, all staff members need to have signed a security affidavit that is kept on file. Teachers who are administering a test also must sign and initial a sign-in sheet where we document the testing materials being released/used.

Assessment Process Integrity: As a staff, we adhere to the testing protocols provided by the Direction for Administration (DFA) booklets that correspond to the test being administered. We also attend conferences and workshops where the testing guidelines are covered in detail and brought back to be shared with all Kennedy staff during training. We allocate time during late starts or after school to hold the trainings. During state assessments, administration and the LSA coordinator will visit testing rooms to monitor and ensure testing protocols are being followed as well as to provide assistance to proctors.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

Summary (including comments about the critical student learning needs)

The assessments Kennedy uses are rigorous and relative to today's 21st century learner. Also, they are aligned to common core standards. Kennedy's teachers use both formal and informal types of assessments to monitor student learning. Teachers provide students/parents with unit or chapter test scores and other quiz/exam grades generated by Illuminate through Aeries Parent Portal. Kennedy's staff feel that making this information readily available to both parents and students promotes academic ownership and improves college readiness.

Kennedy effectively analyzes and disaggregates all students' performance data. Kennedy provides all important data to parents, the community and other stakeholders through traditional methods as well as through technological means. Teachers use students' assessments to measure their progress toward acquiring a specific body of knowledge or skills using a variety of assessments. Student grades, growth and performance level are determined using multiple assessments. Information from assessments is used to strengthen achievement for all students. Certificated and classified staff maintain the integrity of assessments given to students.

Kennedy continually makes changes in the school program based on the drive to improve assessment results. Kennedy addresses the learning needs of all students. Teachers use appropriate assessments to measure student progress towards achieving academic standards. Assessment data is collected and analyzed regularly in content-specific departments and used to make changes and modifications in curricular and instructional practices.

Kennedy has highly effective systems in place to address critical learner need #1. Illuminate and Aeries Parent Portal are great tools for monitoring student progress. Collaboration Cohort Wednesdays provide an opportunity to analyze student data and exchange best instructional practices. Kennedy teachers use Illuminate to evaluate the assessment data across departments.

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Kennedy is often at the top in the District on state tests and benchmarks.

2. Illuminate and Aeries Parent Portal is a great tool for monitoring student progress and discussion with parents.

3. Students have many opportunities to demonstrate proficiency.

4. During Collaboration Cohort Wednesdays teachers analyze and share benchmarks data and facilitate discussion about what can be done to help students improve their learning.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. Teachers need to improve awareness of subgroups populations to improve implementation of accountability and modifications in assessments.

2. All teachers need to improve the awareness of EL and SPED students by identifying these subgroups with the help of placement tests in all subjects.

3. Each core department needs to be consistent with scheduling formative assessments, FACS, and common assessments, and therefore analyzing common assessments data.

4. Kennedy needs more training and support in the use of Illuminate.

Category E:
School Culture and Support for Student Personal and Academic Growth

Focus Group Chair
Ernesto Moreno

Staff
Antonio Medina
Aileen Jimenez
Breanne Farinas
Elizabeth Magnia
Gerardo Pedraza
Gloria Boulet
Kathy Torres
Luis Quintanar
Mardelano Booc
Maricela Lizarraga
Mary Trujillo
Matthew Lemons
Natalie Fragoso
Neredia Franco
Olga Munoz
Ricardo Chavez
Samantha Mcclintock
Steven Arthur
Tirzah Ruiz
Wendy Wisheropp

Students
Aaron Islam
Alondra Ponce
Crystal Vega
Daniela Trujillo
Dynora Araujo
Erika Ortiz
Jasmine Guerrero
Jesus Fernandez
Juan Medina
Kevin Medina
Luis Villa
Marcus Cabello

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

> **Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
The strategies and processes implemented to regularly involve all stakeholders at Robert F. Kennedy High School are plentiful and diverse. While Kennedy offers many ways for family, community, and other stakeholders to be involved, Kennedy recognizes that parental participation in these opportunities is often minimal.	**District Website**
	SARC report
School Accountability Report Card: The community is made aware of the pertinent data through the School Accountability Report Card (SARC) which is published for the general public every year. The SARC is available in digital format on our school's website in both English and Spanish.	**Cash for College Sign-in Sheet**
	All-Call system
	District Website
Cash for College Workshops: Robert F. Kennedy High School collaborates with Youth 2 Leaders Education Foundation, a nonprofit organization that helps local students navigate through higher education. Together, Kennedy and Y2L provide students and parents the opportunity to fill out the free application for federal student aid (FAFSA) in an event they call "Cash for College." At this event, students and parents are able to ask clarifying questions as they are filling out the FAFSA. This event is free for the community that Kennedy serves and provides much needed guidance on a very important application that	**Class Websites**
	Aeries Portals
	Scholarship Warnings

makes going to college a real possibility for our students.

All-Call System: Under the direction of the Kennedy administration, a mass phone call is made to all parents and teachers on the school's call list informing them of the upcoming weekly events. These events include sporting events, extracurricular events, parent meetings, or simply a reminder that students will be on a late-start schedule on a particular day of the week due to teacher professional development days. Most of the time, these mass phone calls are made during the evening when one can reasonably expect parents to be home. Sometimes, this all-call system is used to inform parents about same-day decisions that have been made in the morning, such as having a previously unscheduled late start due visibility concerns for our bus drivers as a result of dense fog in the morning. The messages on the recording go out in both English and Spanish.

District Website: Parents and community members are made aware of upcoming events and notable accomplishments through our school's website. On this website, parents can find news about their school and information about upcoming events.

Aeries Portal: The Aeries portal is a website that is accessible to parents, students, and teachers. In this portal, parents can view their students' progress in class, keep track of their homework assignments, and monitor grades.

Scholarship Warnings: Scholarship warnings are progress reports sent out four weeks after the start of each quarter. These are sent home to students with a C or lower in any class. These scholarship warnings indicate to a parent that their child is in danger of failing. This allows students to be aware of their need to pick up their grades with a realistic amount of time before quarter grades come out.

Grade Checks for Athletes: Every athlete is required to maintain their grades at or above a 2.0 grade point average in order to be eligible to play in school sponsored sports teams. Students-athletes are required to present weekly, or bi-weekly grade checks to their coaches to determine an action plan if their grades are not to standard.

Two to three times a year, the counseling department hosts "coffee with the counselor". The purpose of this event is to

Sports grade check form

Coffee with the counselor sign-in sheet

Sample Syllabus

School site council roster and meeting minutes

Mock Trial Consultant

Percussion Consultant

Back to School Night sign-in sheet

Honors to scholars

List of Sports and coaches

Sport schedules indicating "senior night"

Parent booster club

Sporting calendars with local business logos.

provide a structured opportunity for more parents to meet with their students' counselors after school hours. This is specifically an opportunity for parents who otherwise cannot come in during regular school hours. Here, they discuss their son/daughter's progress in school, transcript, college and graduation requirements, etc. It is also a way to build rapport with parents and establish a solid working relationship.

The teachers at Robert F. Kennedy High School provide a course syllabus for each class to students. These are to be shared with their parents. Most syllabi require a signature to indicate that the parent is aware of the expectations in the class.

Kennedy has a school site council that includes teachers, community members, students, classified staff members and administrators who meet multiple times a year. These meeting provide an opportunity for a sample of all stake holders to discuss various important topics and make decisions regarding the school and its vision. They are periodically analyzing the schools progress and holding teachers and students accountable for continuing the success of Kennedy High.

Mock Trial: Robert F. Kennedy High School offers a course called Mock Trial. This is a co-curricular class that affords students an opportunity to gain firsthand experience with how the court system works by competing in a Mock Trial competition. Students spend an entire year preparing and rehearse for a mock court case that is common for all the other competing schools. The students prepare a defense argument and a prosecution argument. This gives students extensive preparation and opportunity to practice their public speaking skills, critical thinking skills, as well as their creativity skills through improvisation and role playing. The class provides the opportunity for community members to play a key role in the development of Kennedy students since it is co-taught by a credentialed teacher and employs a local community member as a consultant for the class due to his training as a paralegal.

Percussion Line: Robert F. Kennedy High School also provides an opportunity for community members to impact student learning through the percussion program. Percussion is a co-curricular activity that gives students an opportunity to practice teamwork, refine their ability to focus on a complex task that is both physically and mentally

demanding, while giving students and outlet for their creative side. Students have to be extra disciplined because they are required to show up to zero period every day before everyone else starts school. The percussion program employs a community member as a consultant to help with the instruction.

Back-to-school-night: Back-to-school-night is a yearly event where the parents and guardians of our students are invited to have a meet and greet with their child's teachers. At this event, they are made aware of the expectations of each class as well as given direction as to how to get a hold of a teacher if there is a need for a conference at a later time. Parents can also ask specific questions to their child's teachers as it pertains to homework habits for the class, materials needed, and the teacher's availability for tutorial and extra help.

Honors to Scholars: Students, teachers, parents, board members, and the community as a whole are invited to attend Honors to Scholars night. This event is another structured opportunity for all stake holders to be involved with our students' educations because they get to see the progress and success of our students that highlighted at the event.

Kennedy Sports: Kennedy offers a variety of sports for both boys and girls, where both teachers, classified staff, and community members serve as coaches. The diversity in coaching staff that is found at Kennedy allows multiple opportunities for all stakeholders to positively influence and guide our students in the right direction, which ultimately influences their overall academic success.

Senior Night: Every sport has a "senior night" on the last home game of the season where seniors and their parents are publicly recognized for their contribution to the school's athletic program. This helps promote participation and a culture of unity and pride in the school, which encourages similar pride and participation for academics.

Booster Club: The parent booster club hosts events and fundraisers where students participate in community service. Through these events our students learn a strong work ethic by doing. A strong work ethic is key to academic success. Furthermore, the booster club also holds fundraisers for multiple scholarships for graduating seniors of Kennedy

High to reward and support academic excellence during and beyond our students' secondary education.

Local Business Sponsors: Local businesses sponsor our athletic programs, ASB, and extra-curricular activities as a way to support and encourage what our students are taught through sports and competition. One local doctor, Dr. Dibagh S. Gehlawat, has invested in our kids by donating funds which have been directed to finance student tutoring positions and offer scholarships to those tutors for the last two years.

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Robert F. Kennedy High School regularly taps into the resources of the community of Delano to support student learning. From hiring consultants who interact with our students on a daily basis, having our students participate in the workability program that places them in local business, creating jobs on campus four our students based on the community contributions to our school, or allowing former students to speak at a student panel, Kennedy's utilization of the community is ongoing. These opportunities have been highly effective at providing students real-world applications of the learning standards and the school-wide learning outcomes. **PAVE Program:** PAVE is an acronym for Personal, Academic, Vocational, Education. The program was designed to support students with emotional disturbances (ED), learning disabilities (LD), and behavioral disorders. PAVE is Special Education program that is currently in its seventh year of operation. PAVE's curriculum revolves around personal development for students. Students participate in group and individual counseling provided by the SELPA or outside agencies contracted with our district. All of our students participate in general education classes and receive support from their Special Education teacher. The PAVE program also	**PAVE syllabus course description** **RFK Transition Program Pamphlet** **Former Kennedy Student College Panel Guest Speaker Request Form** **CTE course descriptions and** **North Kern Vocational Training Course Descriptions** **Mock Trial Course Description** **Student Success Teams**

implements our districts vocational development program called Workability. Workability allows our students to work at different locations in the community set up by our Workability program. Our students are currently working at two different job sites in the community, which include Factory 2 U and K-Mart. Students are supervised by their Special Education teacher and instructional aides.

RFK Transition Program: A subset of our Special Education students goes out into the community as part of their curriculum. Our highest functioning kids work in the community 4 of the 5 days. They work at either KMART or Goodwill for 2 hours every day and get paid for it. On Thursday after work they go and purchase any needs or goods they may want with the money they have earned, giving them an opportunity to practice some very necessary and practical self-care skills they need for adulthood.

Students from another class work in the community 2 times a week for 1 hour every Tuesday and Thursday. They work at Factory 2 U. On Fridays our Special Education students go out into the community for lunch, shopping or any other needs.

Students are paid through the workability grant. Tier 1: Work in the community; job placement at Kmart and Goodwill. Students are evaluated at least twice a year by their teacher and job coach to assess skills and progress. Tier 2 & Tier 3: Visit the community where students will practice making purchases, ordering off a menu, asking for help at a store, and visiting local parks during weekly outings within the Delano community. Students practice job skills working in the cafeteria. All classes will utilize the Unique Learning Systems enhancement tools to ensure each community activity provides an enriching experience.

College Student Panel: Soon after Kennedy started having alumni, college-going alumni and current Kennedy students established a tradition of networking amongst themselves. This has been accomplished in part by a yearly panel of Kennedy alumni from various non-local universities that aims to encourage Kennedy students to apply to world-renowned universities where students of our population have historically been underrepresented. This panel exist to provide a more tangible link from our community to the realm of academia that has historically been uncommon for our students. It is also so that current students can see

College Night Field Trip

themselves reflected in the positions of access to resources and opportunity of a global scale that schools with a strong campus life and national notoriety can offer more readily than commuter schools.

CTE Courses: Kennedy offers many CTE pathways for students to enroll in, inclusive of many industry sectors of Arts, Media, and Entertainment; Business and Finance; Engineering and Architecture; Health Science and Medical Technology; Information and Communications Technologies; Marketing, Sales, and Service; Public Service; Building and Construction Trades; and Manufacturing and Production Development. These pathways integrate academic, career, and technical education in order to foster work-based and worksite learning experiences. Seniors may get a head start in their career by taking advantage of course offerings through a partnership with North Kern Vocational Training Center (NKVTC). Through NKVTC, students receive career technical education in fields such as nursing. Many courses offer hands-on, on-the-job training that students can apply to their future careers.

Mock Trial: Mock Trial is a co-curricular class that affords students an opportunity to gain firsthand experience with how the court system work by competing in a Mock Trial competition. Students spend an entire year preparing and rehearse for a mock court case that is common for all the other competing schools. The students prepare a defense argument and a prosecution argument. This gives students extensive preparation and opportunity to practice their public speaking skills, critical thinking skills, as well as their creativity skills through improvisation and role playing. The class is co-taught by a credentialed teacher and employs a local community member as a consultant for the class due to his training as a paralegal. The competitions that the mock trial class attend are opportunities to experience a real judge hear a mock case as if it were real and experience the norms and expectations of our justice system.

Student Success Teams: Anyone can request a Student Study Team (SST) meeting for any student at Kennedy. Typically, a teacher will refer a student with poor academic progress/performance/acquisition and/or behavior concerns. These teams consist of the student, parent, referring teacher, someone from the administration team, and the psychologist.

College Night: Students at Kennedy are encouraged to

attend the yearly college night that takes place in the Bakersfield Convention center. Kennedy provides a bus to and from the event in order to maximize student participation in the event in an attempt to expose students to the different colleges and universities.

Career Day: Counselors coordinate the Career day every year with local businesses, such as the Police Department, North Kern Vocational Training Center, Barbershops, the Delano Regional Medical Center, Bakersfield College, Porterville College, Universal Technical Institute, the Army and Marines, and San Joaquin Realty. Students are exposed to career and job opportunities at this annual Spring event.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

> **Online Programs: iNACOL Standard P: Organizational Support**: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Robert F. Kennedy has thoroughly implemented policies and committed resources to ensure a safe, clean, and orderly campus environment that promotes and supports student learning. Overall Kennedy's practices and procedures for ensuring student safety are highly effective, but we recognize that we could improve the effectiveness of our evacuations and communication of disaster roles and procedures.	**First Day procedures email and handouts**
	Computer literacy syllabus
First Day Procedures: The first day of each semester, administration requires each teacher reviews school rules and expectations with the students.	**Bully stopper form**
Acceptable Use Policy: Our students sign acceptable use policies in order to receive access to computers, networks, email, and Office 365 each year.	**Sexual Harassment talk sign in sheet**
	Student Compact
Grade Level Assemblies: At the beginning of each school year, within the first two to three weeks, administration hold meetings which the entire class of each grade level to clarify the importance of studying, expellable offenses, CAASPP testing, and graduation requirements. The content of the assemblies is differentiated by grade level according to the needs of each.	**Safety school plan**
	Emergency Plan
	AED training Sign-in sheet
Computer Literacy Course: Our computer literacy class provides a structured opportunity for students to engage in	**CPR sign-in sheet**

and continually practice responsible internet use under the supervision of the computer literacy teacher. This class is a graduation requirement at Robert F. Kennedy High, which exemplifies the commitment Kennedy has to provide proper internet safety training to all students.

Bully Stopper Form: Kennedy has a bully stopper form available in the office and online for students to fill out as an outlet to report bullying. These reports are reviewed by someone in the discipline office and are followed up with as needed. The bully stopper form provides another avenue for students to ensure their safety. However, the discipline office has not seen full utilization of these forms. Administration is currently exploring other options to improve the effectiveness of reporting bullying.

Sexual Harassment Prevention Talk: Every year, teachers at Kennedy are required to have a talk with their students about sexual harassment. Students are given packets and must sign indicating they have received them. Each teacher is to review what sexual harassment means, ways that students can intentionally or unintentionally harass, and the implications and consequences of being sexually harassed, as well as the policies against sexual harassment. This information is contained in the packets that students receive.

Student Compact: Each student is provided a compact that lists the expectations for administration, teachers, and students. This serves as a mutual agreement that all parties involved have an understanding of what is expected in order to best serve the students' needs. Parents, teachers, and administration signs each of these compacts.

Emergency Drills: Students take part in the statewide earthquake drills every year where they practice proper protocol for how to best protect themselves in the event of an earthquake.

During emergency drills, we evacuate the classroom upon hearing the drill, and meet at the designated evacuation area next to the tennis courts. Then each classroom teacher takes roll once they have arrived, comparing attendance to the roll taken back in class. They report this attendance on a standardized emergency drill form which they give to onsite administration. Per the School Safety Plan, Kennedy practices a disaster drill a minimum of once a semester.

Safety School Plan

Emergency buckets in each classroom.

Fire extinguisher in each classroom.

Conference records and codes

Counseling department protocols

Psychologist

SRO (Police Officer on Campus)

Campus Security

PAVE Curriculum

Intervention Course

Dress Code

Acceptable Use Policy

Grade Level Assembly Power Points

ASB Calendar

Kennedy's current evacuation plan and disaster procedures have some room for improvement: currently we have concerns regarding where staff and students evacuate to and line up, and protocols for special circumstances, such as during lunch, passing period, or after school while students are still on campus.

AED: There are multiple AED's are located in the school at strategic locations for use in an emergency. They are indicated on a map in the School Safety Plan, and are posted in each classroom.

Given that the 2016-2017 school year marked the first year in which AED's were readily available at the school, the Kennedy administration has made it a point to allocate time for a staff training on how to use and AED.

CPR Trainings: The District nurse offers optional, free CPR trainings and certification to teachers and staff on an on-going basis throughout the school year. She rotates the school site at which she offers the trainings, but the trainings are open to all staff regardless of school site.

The Emergency Plan: The Emergency Plan, which is located in every classroom and areas in which students congregate, details protocols for disasters, evacuations, and lockdowns. Three levels of lockdowns have been defined and assigned a color; each level has a different set of protocols staff are to follow. There is also a plan for how to handle a situation with an active shooter and for purposes of safety these plans are not shared with the general public.

In Focus Group discussions, some newer teachers expressed concern about not knowing the exact protocol for a disaster. Also, clearer communication about the roles of teachers and staff in the school safety plan is needed so that individuals are aware of their roles and responsibilities in the event of a disaster. During Administration presentations on Wednesdays, Mr. Lucas reviews the exact protocol in order to address these concerns and clarify procedures for all teachers.

Kennedy's Security Team: Kennedy has an active and alert campus security team and an SRO (a police officer assigned to Kennedy) who make themselves visible on campus and monitor campus activities.

Emergency Supplies: Each workroom at Kennedy has a bucket that contains emergency and first aid supplies. These buckets used to be located within each classroom, but teachers expressed concern about the expiration of supplies within the buckets and the use of the buckets (the buckets are set up to be porta potties). In response to these concerns, in November 2017, administration condensed the buckets, replaced supplies, and repurposed them.

Finally, each classroom has a fire extinguisher.

Counseling Staff: Kennedy's counseling staff provides personal counseling and then depending on the issue they can refer to the school psychologist or other referral agency if needed. They make counseling notes in the aeries screen under student conference record for all of their encounters with students or parents including personal counseling. A copy of the student conference record along with the codes have been provided.

Request-to-see-a-counselor: Students can fill out a request form with the counseling secretary to come in before school, during lunch, or afterschool. If a teacher or other staff member sees a needs, they can contact the counseling department to make a referral. Sometimes students are sent to the discipline office and then referred over to the counseling department. Parents also sometimes ask the counselors to speak to their students.

Counseling staff is available during both lunches every day.

School Psychologist and MFT: The Kennedy psychologist is available to students Monday-Friday 7:30-4:30. A marriage family therapist (MFT) that is available on Fridays at Kennedy (or as needed). Typically, a student will be referred to the psychologist by a staff member, another student, themselves, or by parents via a phone call, email, or walk-in. The counseling department has referral forms that students can fill out when they want to request to speak with a counselor. The MFT or psychologist do not appear on that list, but students are welcomed to write in a request to speak directly to them. The counseling department typically assess or speaks with students that have significant issues that they are dealing with. This is because the psychologist and MFT are supposed to deal with the more significant or serious cases; however, it has become common practice or a trend, that everyone who is upset gets directly sent to the

psychologist. After an initial conversation, the psychologist determines if a referral to a more appropriate team member is necessary.

The MFT and psychologist conduct grief groups once a month in our library's quiet room. An anger management group will begin at the end of the month and run through May 2017. If a student has an individualized learning plan or IEP, we have often offered counseling and guidance or psychological services on their plans to formally service a Special Education student. Kennedy's counseling team also collaborates with outside counseling agencies in order to refer the most serious cases to, those that may need intensive counseling/therapy, or for those we feel need further evaluation.

PAVE Program: The PAVE (Personal. Academic. Vocational. Education.) Academy is a real life training program for Emotionally Disturbed (ED) students designed to foster social and academic growth with the premise of having students return to the Least Restrictive Environment as soon as possible. The program aims to encourage students' self-esteems by nurturing appropriate behavior and positive staff and peer relationships, to help students achieve academic success, and to prepare students for adult progress in employment and independent learning. PAVE partners with Kmart, Factory 2U, Central Valley Office Supply, and Toppers TUXX to gain on-the-job, vocational workforce experience.

Intervention Course: Beginning Spring 2014, Kennedy has implemented an intervention class for at-risk students. Aimed at students who may lack study skills, have disciplinary issues, and are academically behind, the intervention class aims to help students holistically improve while providing them with opportunity to recover deficient credits using *Edgenuity*. Students are taught how to develop their character talents, how to make better decisions, and how to have good study habits. The goal behind this class is to help support students so that upon exiting the course they are empowered to succeed.

Dress Code: The dress code at Kennedy dictates that students are to wear a uniform. This policy intends to discourage the use of gang-affiliated attire that has plagued the community of Delano since at least the 1970's. Furthermore, this policy encourages students to dress in a

manner that is widely accepted as school appropriate so as to minimize the distractions and pressures of having to buy the newest and most expensive brands. The uniform policy removes the unnecessary distractions and allows students to more easily focus on their school work and school sponsored, extra-curricular activities.

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
The caring and supportive atmosphere that has been created in Robert F. Kennedy High School extends past the classroom and into the manner in which students view others, how others view them, and how students view themselves. This is accomplished by Kennedy's leadership implementing a uniform policy, allowing the existence of clubs that embrace ethnic socially constructed identity, and honoring students that have excelled or improved.	**Wear-it Wednesdays** **Students of the month cards** **Departmental Honors Awards**
We recognize that students with disabilities, population of about 100 students, have a much higher suspension rate than other populations at Kennedy. Kennedy has identified this and has been working on this for the past few years by working closely with case managers, the county and the district to implement discipline practices responsive to students' IEP needs.	**Honors-to-Scholars Night** **Spanish Club sign-in sheets** **List of 7th period supplementary classes and tutorials**
Discipline Policies: Teachers initially address discipline issues in the classroom by first establishing rules and expectations in the classroom, speaking to students individually and by involving their parents. When it becomes necessary, teachers assign afterschool and Saturday school detention. If teachers need further assistance, then teachers will write a referral and send students to the office.	**Special Alliance** **Intervention course**
If a student is sent up to the office, discipline staff will speak to the student. Depending the situation and the infraction, discipline may refer students to speak to counselors, psychologists, or the SRO. For all referrals, discipline calls	

parents to inform them of the situation; sometimes parents will be request to come in for meetings to discuss corrective steps. Based on the infraction, discipline will apply the appropriate consequence. Kennedy's discipline consequences draw from restorative justice practices. For example, if students are sent to intervention, they must fill out packets in which students self-reflect on their actions. Discipline may also assign students detention, campus beautification, or Saturday school. Severe infractions may lead to suspension or expulsion.

Wear-it Wednesdays: Kennedy intends to build a college-going culture and part of their efforts include a schoolwide "Wear-it Wednesdays" campaign that encourages students to wear their favorite college gear to school. This increases visibility of a college culture and normalizes academia beyond high school.

Students of the Month: Each teacher is responsible for selecting a student of the month and submitting his/her name to the Assistant Principal of Instruction office, as well as a hand-written note to the parent of the student explaining why they were nominated for such a recognition. The students of the month are honored with a formal recognition and prize, such as an early release from sixth period to have ice cream in the quad.

Departmental Honors Awards: Each department chooses a student from each grade to receive the recognition for their outstanding achievement in their particular discipline. These students are publically recognized at an event called "Honors to Scholars" where parents, staff, and community members are invited to attend.

Black Student Union: BSU intends to raise cultural awareness at the school, and promote a more positive image of black students. They hold events during black history month, for example students present speeches during lunch to educate their peers regarding important and historical black figures. BSU gives back to the community through events such as blanket drives and canned food drives. Currently they are raising money to send Kennedy students to the state BSU conference.

United Filipino Organization: UFO intends to raise cultural awareness at the school, and promote a more

positive image of Filipino students. UFO participates and organizes several community events, such as Filipino Weekend and the Philippine Culture Night. The club is also looking into ways to use their fundraising to help families in the Philippines.

Spanish Club: The purpose of the club is to expose students to cultural learning experiences; by teaching them about poetry, art, music, and history of our Hispanic culture. The club also promotes our students to continue on to higher education (college/university)

Tutorials: Tutorials are available after school in core subjects for students who need assistance in their classes or need time to complete course work. Afterschool tutorials are offered weekly for World and U.S. History, Math, Science, English, and ELD. Leading up to finals and AP exams, additional tutorials are offered depending on teacher availability and student need and interest. Students needing assistance beyond the school day may also attend Saturday school.

Due to a generous on-going donation from a local doctor to the District, Kennedy High has paid student tutors who are available to help students in after school tutorials and Saturday school. These student tutors are well-performing junior and senior students who have secured the recommendations of at least three teachers.

Special Alliance: The Special Alliance Club will uphold moral character by accepting others that are different, helping those in need and being a loyal friend.

Special Education Objective: The student will gain basic living skills by learning the responsibility of belonging to a club which includes: money management, pride of accomplishment, teamwork and building relationships.

Regular Education Objective: The student will develop skills of tolerance, compassion, humility, and leadership.

In order to become a member, all regular Ed. Students must complete an application which includes a questionnaire, teacher's recommendations and Special Ed. Interactions.

The members will elect for the offices of president, vice president, treasurer, and secretary. For the elective office,

we will have one regular ed. Student and one special ed. student. Elections will take place yearly by ballot.

The main goal of all fundraising efforts is to have funds for fieldtrips providing enriching experiences for all members.

Intervention Course: Beginning Spring 2014, Kennedy has implemented an intervention class for at-risk students. Aimed at students who may lack study skills, have disciplinary issues, and are academically behind, the intervention class aims to help students holistically improve while providing them with opportunity to recover deficient credits using *Edgenuity*. Students are taught how to develop their character talents, how to make better decisions, and how to have good study habits. The goal behind this class is to help support students so that upon exiting the course they are empowered to succeed.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
Through stakeholder feedback on surveys, feedback from parents and students in focus group meetings, and feedback from staff in focus group meetings we can conclude that there is a strong atmosphere of trust, respect, and professionalism at Kennedy. Although participation from parents is low when it comes to reviewing the Single Plan for Student Achievement (SPSA) and District's Local Control Accountability Plan (LCAP), it is not due to lack of trust. In fact, this can be taken as a sign of trust from the community that they leave those decisions to the people that they perceive to be most qualified. The communication and invitations are there for the parents in the same way that they are for other events, but parents do not perceive themselves as having a relevant role in review LCAP or SPSA. In conjunction with DJUHSD, Kennedy's administration adjusts the annual SPSA. When drafting the SPSA, departments discuss pertinent data and establish goals for	**Bi-Weekly Late-Start Wednesdays (Collaboration Cohort Time)** **Staff Appreciation Week** **Teacher vs Administration Basketball game** **professional development day prior to the first day of school** **Employee of the year awards**

improvement that become part of the SPSA. The drafted SPSA is presented to the School Site Council, parent advisory groups, and the DJUHSD Board for approval.

The DJUHSD's process for its LCAP is inclusive of all stakeholders. Representatives from the District Leadership Team hold annual stakeholder meetings and forums to discuss the LCAP. This team holds meetings at all three schools for the teachers, classified staff, and students; meetings with both the TA and CSEA; and meetings with the community and parents. These meetings are ongoing throughout the year and provide all stakeholders many opportunities to be involved in the LCAP process.

Collaboration Cohort Time: While Kennedy does not have true PLCs, Kennedy's teaching staff collaborate and work together in many ways similar to the traditional PLC system. Kennedy's faculty meet together to collaborate on curriculum, instruction, and best practices with a focus on learning. They work collectively together to analyze data and related portions of the school program to continuously improve curriculum, instruction, and assessment. To this end, the District and Teacher's Association worked together to draft an MOU that allows for the regular inclusion of Collaboration Cohort Time.

Every other week, the staff at Robert F. Kennedy High School is allotted a two-hour time slot for meetings regarding various topics by giving students a late start to school. During these meetings, the administration team can disseminate important and information or assign collaboration assignments or discussions for the home groups. These two-hour time slots have also been used to provide the staff with training, professional development, opportunity to collaborate on the school's self-study agenda, opportunity to review the single school plan, and an opportunity to address union issues.

The Kennedy administration team hosts a week of staff appreciation that culminates in a staff luncheon. The staff is invited to share a meal provided by the administration as a token of their appreciation for their hard work and dedication to the students of Kennedy.

Additionally, administration shows their appreciation for staff participation by providing breakfast for special events, luncheons or dinner at the end of each semester, and dinner

WASC meeting Sign-in Sheet

WASC Notes

Student Perception Survey

Teacher Perception Survey

WASC Student Focus Groups

WASC Parent Focus Groups

for events in which the staff stays beyond the regular school day.

For four straight years, Kennedy teachers and administration team have participated in and supported a basketball fundraiser that is led by the Kennedy staff. This event aims to fundraise for the Robert F. Kennedy High School Scholarship Fund for graduating seniors. Team building and healthy competition is promoted amongst the staff. These types of interactions amongst staff members makes communication much easier, which then translates to an ease in communication when it pertains to work related topics.

Professional Development: Beginning this school year, the District calendar allows for three days of professional development: two days prior to the start of the school year and one day prior to the start of the second semester. Prior to the beginning of the school year, teachers are able to review and contribute to details of the single school plan as well as have an opportunity to meet and greet the new staff. Additional professional development will be planned for these days to address school and teacher needs. For example, in this upcoming January, administration is contracted with *SolutionTree* to provide professional development on PLC collaboration and work.

Prior to this school year, the calendar allowed for only one day of professional development at the start of the school year and one teacher in-service day at the end of the year to attend to checkout procedures.

Employees of the Year Award: The Kennedy administration team makes an effort to always honor and publicly acknowledge a certificated employee of the year and a classified employee of the year who goes above and beyond their job description. The public acknowledgement is shows that administration truly appreciates the extra effort that the staff puts in to their jobs.

WASC Meetings: On multiple occasions, the Kennedy Staff has been afforded the opportunity to collaborate specifically on the self-study agenda by meeting with the focus groups. During these meetings, a diverse group of staff members and other stakeholders collaborate, discuss, and revise the items required for each focus group.

Students and teacher at Kennedy have responded overwhelmingly positive when asked about their perceived safety at school.

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Support services for Robert F. Kennedy High School students' personal needs are plentiful. These support services are available for all students and are highly effective.	**Psychologist**
	SST Referral Form
School Psychologist and MFT: The Kennedy psychologist is available to students Monday-Friday 7:30-4:30. A marriage family therapist (MFT) that is available on Fridays at Kennedy (or as needed). Typically, a student will be referred to the psychologist by a staff member, another student, themselves, or by parents via a phone call, email, or walk-in. The counseling department has referral forms that students can fill out when they want to request to speak with a counselor. The MFT or psychologist do not appear on that list, but students are welcomed to write in a request to speak directly to them. The counseling department typically assess or speaks with students that have significant issues that they are dealing with. This is because the psychologist and MFT are supposed to deal with the more significant or serious cases; however, it has become common practice or a trend, that everyone who is upset gets directly sent to the psychologist. After an initial conversation, the psychologist determines if a referral to a more appropriate team member	**Bully Stopper form**
	PAVE
	Career Center
	Coffee with a counselor
	Resource Room
	IEP template

The MFT and psychologist conduct grief groups once a month in our library's quiet room. An anger management group will begin at the end of the month and run through May 2017. If a student has an individualized learning plan or IEP, we have often offered counseling and guidance or psychological services on their plans to formally service a Special Education student. Kennedy's counseling team also collaborates with outside counseling agencies in order to refer the most serious cases to, those that may need intensive counseling/therapy, or for those we feel need further evaluation.

Student Support Team: Anyone can request a Student Study Team (SST) meeting for any student at Kennedy. Typically, a teacher will refer a student with poor academic progress/performance/acquisition and/or behavior concerns. These teams consist of the student, parent, referring teacher, someone from the administration team, and the psychologist.

Bully Stopper Form: Kennedy has a bully stopper form available in the office and online for students to fill out as an outlet to report bullying. These reports are reviewed by someone in the discipline office and are followed up with as needed. The bully stopper form provides another avenue for students to ensure their safety. However, the discipline office has not seen full utilization of these forms. Administration is currently exploring other options to improve the effectiveness of reporting bullying.

PAVE Program: The PAVE (Personal. Academic. Vocational. Education.) Academy is a real life training program for Emotionally Disturbed (ED) students designed to foster social and academic growth with the premise of having students return to the Least Restrictive Environment as soon as possible. The program aims to encourage students' self-esteems by nurturing appropriate behavior and positive staff and peer relationships, to help students achieve academic success, and to prepare students for adult progress in employment and independent learning. PAVE partners with Kmart, Factory 2U, Central Valley Office Supply, and Toppers TUXX to gain on-the-job, vocational workforce experience.

Career Center: The Career Center is run by the counseling department but is also used by many other departments on

campus at administrators' discretion. The counseling department uses it to help students research colleges, financial aid, college applications, SAT/ACT registration, homework etc. The counseling department oversees what is put in the career center such as college information, scholarship bulletins, college advertisements and SAT/ACT registration packets. Students are able to come with a pass and utilize the computers as needed. It is available to all students but all students must check in with the counseling secretary. The hours of operation are from 7:30-4:30. This room is also used for other things outside the counseling realm for meetings, tutoring, IEP's, curriculum planning meetings and other activities per the discipline office discretion.

Coffee with a Counselor: Two to three times a year, the counseling department hosts "coffee with the counselor". The purpose of this event is to provide a structured opportunity for more parents to meet with their students' counselors after school hours. This is specifically an opportunity for parents who otherwise cannot come in during regular school hours. Here, they discuss their son/daughter's progress in school, transcript, college and graduation requirements, etc. It is also a way to build rapport with parents and establish a solid working relationship.

The Resource Room: Beginning the 2014-2015 school year, the Special Education department has made available for its students a Resource Room, formerly called the Resource Room. The center, a dedicated room, acts as a central location in which students receive support. In the center, students may engage in small group testing, receive one-on-one support and instruction, and receive academic support for core classes of Math and English, computer literacy, health, science, and social science classes. Students may also receive support and assistance on class projects, research assignments, and essay assignments.

Individual Education Plan (IEP): Case managers hold meetings annually to be compliant with state and federal standards and/or to address any concerns with the student. Parents often request meetings when they want to transfer their child, have a concern with the IEP, want to add a service, or simply review certain sections of the IEP. Administrators request meetings when a student has violated his or her IEP and are trying to determine whether his or her disability is the reason he or she behaved the way they did

and thus will or will not be expelled (manifestation of determination).

Special Alliance: Special Alliance has found that students who took teacher assistant positions for the Special Alliance teachers had success finding job opportunities after graduation. Three students were hired at DADD. One student was hired at the elementary afterschool program, and three students were hired as substitute aides. A few students now say that they are now going to school to teach Special Education.

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
Although Kennedy has courses that can be completed online through *Edgenuity*, the students who are participating in the program are enrolled in school at Robert F. Kennedy High School and are physically present at Kennedy High school on the daily. The monitoring and support provided to these students comes from the previously discussed opportunities and structures for our in-person population.	**Edgenuity Program** **Master Schedule** **Student Schedules**

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
The strategies used by the school leadership and staff at Robert F. Kennedy High School to develop and implement personalized approaches to learning and alternative instructional options which allow access to rigorous standards-based curriculum are few and far between. Although there are realistic options for various classes and programs that exist at Kennedy which can be used to personalize the students' instruction, the self-study process has brought to light that communication about instructional options and availability is limited and had been ineffective. Administration and staff have been working to improve communication about instructional programs through more detailed sharing information during our Wednesday	**Edgenuity** **Saturday school Sign-in Sheets** **Dual-enrollment** **Resource Room**

meetings and through the display of informational materials. Therefore, these strategies and options are somewhat effective.

Edgenuity: In 2016, the District adopted a new curriculum to replace the previously used A+ for credit recovery: *Edgenuity*. *Edgenuity* incorporates different technologies into the courses: students complete PE fitness logs, develop PowerPoint presentations, and type essays. Students can access *Edgenuity* outside of the school setting on their smartphones, tablets, or computers as long they have internet access. *Edgenuity* provides a more rigorous curriculum that allows students to earn back UC a-g approved credit. Because the program is more rigorous, students take longer to complete courses. However, teachers have viewed this as an indication the program is a more valid way for students to make up courses. Despite how rigorous the program is, *Edgenuity* teachers have also seen significant improvement of student participation and progress as the school year has unfolded.

Saturday School: The implementation of Saturday School has provided another avenue for deterring student misbehaviors and absences; students can clear unexcused absences and lates through attendance to Saturday School. Because students are expected to complete school work during Saturday School, the program has impacted student learning in addition to attendance. Students needing academic support also attend Saturday School, at their teachers' recommendations; at Saturday School, students receive the assistance of not only the Saturday School teacher but also several student tutors. When teachers assign Saturday School, they must contact parents to give them notice.

Dual-enrollment Courses Kennedy has partnered up with Bakersfield College, Cerro Coso College, and California State University, Bakersfield to offer several dual-enrollment courses. Through the dual-enrollment program, students take classes during the school day with authorized teachers and can earn both high school and college credit. As is in college, students who are struggling or at risk of failing are able to drop the college portion of the class; in many of the courses students may continue to earn high school credit. With the exception of the Student Development classes, dual-enrollment offerings are limited based on the qualifications of Kennedy's current teaching

List of Summer School courses offered

Mock Trial

Percussion Zero Period

Master schedule

Special Alliance

staff.

Currently Kennedy offers the following dual-enrollment courses:

- Introduction to the Welding Process (Weld B1B)

- Shielded Metal Arc Welding I (Weld B53A)

- Shielded Metal Arc Welding II (Weld B53B)

- Expository Composition (English B1A)

- B3 Career, Life, and Educational Planning (STDV)

- Elementary Spanish I (Spanish B1A)

- History of the United States (History 17A)

- History of the United States since 1870 (History 17B)

- Communication in Healthcare (HCRS C130)

- Medical Law & Ethics (HCRS C131)

- Electronic Health Records (HCRS C132)

- Medical Terminology Meds (B60)

- Business Management I (MIS 2000 & BA 1008)

- Basic Electronics (DC & AC) (ELETB 1)

The Resource Room: The Special Education department has made available for its students a Resource Room. The Resource Room acts as a central location in which students receive support. Students may engage in small group testing, receive one-on-one support and instruction, and receive academic support for core classes of Math and English, computer literacy, health, science, and social science classes. Students may also receive support and assistance on class projects, research assignments, and essay assignments.

Summer School: Kennedy offers a variety of summer school classes that students can take depending on their needs. Some students will have an opportunity to retake a class that they failed during the regular year, while other

students are able to take a class for the first time in order to get ahead in their coursework so that they have time for a dual-enrollment class or an Advance Placement course that they would not have had access to otherwise.

Mock Trial: Mock Trial is a co-curricular class that affords students an opportunity to gain firsthand experience with how the court system work by competing in a Mock Trial competition. Students spend an entire year preparing and rehearse for a mock court case that is common for all the other competing schools. The students prepare a defense argument and a prosecution argument. This gives students extensive preparation and opportunity to practice their public speaking skills, critical thinking skills, as well as their creativity skills through improvisation and role playing. The class is co-taught by a credentialed teacher and employs a local community member as a consultant for the class due to his training as a paralegal. The competitions that the mock trial class attend are opportunities to experience a real judge hear a mock case as if it were real and experience the norms and expectations of our justice system.

Percussion Line: Percussion is a co-curricular activity that gives students an opportunity to practice teamwork, refine their ability to focus on a complex task that is both physically and mentally demanding, while giving students and outlet for their creative side. Students have to be extra disciplined because they are required to show up to zero period every day before everyone else starts school. This schedule allows students to be in the percussion band without having to choose between percussion and traditional course work.

Special Alliance: Special Alliance has found that students who took teacher assistant positions for the Special Alliance teachers had success finding job opportunities after graduation. Three students were hired at DADD. One student was hired at the elementary afterschool program, and three students were hired as substitute aides. A few students now say that they are now going to school to teach Special Education.

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
Although Kennedy has courses that can be completed online through *Edgenuity*, the students who are participating in the program are enrolled in school at Robert F. Kennedy High School and are physically present at Kennedy High school on the daily. The monitoring and support provided to these students comes from the previously discussed opportunities and structures for our in-person population.	**Edgenuity Program** **Master Schedule** **Student Schedules**

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, Special Education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and Special Education.*

Findings	Supporting Evidence
The systems in place at Robert F. Kennedy High School to identify and address student needs in a timely manner are mostly effective due to the fact that some teachers have trouble identifying our special populations such as EL and SPED students. Therefore, it takes longer to address their needs and provide intervention in a timely manner for these specific populations.	**SST Referral Forms** **IEPs** **Saturday School Attendance Records**
Kennedy staff regularly provides updates about student performance that indicates the students' strengths and needs. These updates are communicated to the counseling office and school leadership who is then able to coordinate remediation and make adjustments to students' schedules in a timely manner.	**Edgenuity** **Intervention class**
Scholarship Warnings: Scholarship warning are notices that are sent out to parents prior to the end of each quarter. These scholarship warnings indicate to a parent that their child is in danger of failing a class. This allows students to be aware of their need to pick up their grades with a realistic	**WASC Team Meetings with Administration**

amount of time before quarter grades come out.

Quarter grades: Quarter grades are reported as a checkpoint for student progress. If the semester were to end at that point, the students are able to see where they would end up. This is another opportunity for students to reflect on their study habits, time management, work ethic, or class schedule. Kennedy teachers, administration, and counseling staff can us these grades to monitor or make decisions that will ultimately benefit students.

Student Study Team: Anyone can request a Student Study Team (SST) meeting for any student at Kennedy. Typically, a teacher will refer a student with poor academic progress/performance/acquisition and/or behavior concerns. These teams consist of the student, parent, referring teacher, someone from the administration team, and the psychologist.

Individualized Educational Plan (IEP): Case managers hold meetings annually to be compliant with state and federal standards and/or to address any concerns with the student. Parents often request meetings when they want to transfer their child, have a concern with the IEP, want to add a service, or simply review certain sections of the IEP. Administrators request meetings when a student has violated his or her IEP and are trying to determine whether his or her disability is the reason he or she behaved the way they did and thus will or will not be expelled (manifestation of determination).

Some Special Education teachers have expressed concerns that General Education teachers are not complying and/or are not asking the RSP staff how to better facilitate to our students in the RSP program. Gen Ed teachers, on the other hand believe the issue lies in the vagueness and lack of specificity in the accommodations and modifications required by the IEPs. Also Gen Ed teachers expressed a concern with the similarities in the majority of the accommodations and modifications among different IEPs for different students.

Teachers have also voiced concerns that Special Education teachers could be more helpful and specific in describing what specific modifications or accommodations need to be made for individual students, and what specific manner is expected for such. For example, if a student is expected to have questions read aloud on a tests, is that a job for the

general teacher during the assessment, or will the student be sent out to the resource room. There is still a need for schoolwide systems to more consistently address these challenges.

In order to address this problem, administration has welcomed Special Education teachers to address faculty during late start meetings, to clarify the intentions in individual education plans, to explain the difference between words like modification and accommodation, and to address matters related to general teachers meeting the needs of Special Education populations.

Saturday School: The implementation of Saturday School has provided another avenue for deterring student misbehaviors and absences; students can clear unexcused absences and lates through attendance to Saturday School. Because students are expected to complete school work during Saturday School, the program has impacted student learning in addition to attendance. Students needing academic support also attend Saturday School, at their teachers' recommendations; at Saturday School, students receive the assistance of not only the Saturday School teacher but also several student tutors. When teachers assign Saturday School, they must contact parents to give them notice.

Edgenuity: *Edgenuity* incorporates different technologies into the courses: students complete PE fitness logs, develop PowerPoint presentations, and type essays. Students can access *Edgenuity* outside of the school setting on their smartphones, tablets, or computers as long they have internet access. *Edgenuity* provides a more rigorous curriculum that allows students to earn back UC a-g approved credit. Because the program is more rigorous, students take longer to complete courses. However, teachers have viewed this as an indication the program is a more valid way for students to make up courses. Despite how rigorous the program is, *Edgenuity* teachers have also seen significant improvement of student participation and progress as the school year has unfolded.

Intervention Course: Beginning Spring 2014, Robert F. Kennedy High has implemented an intervention class for at-risk students. Aimed at students who may lack study skills, have disciplinary issues, and are academically behind, the intervention class aims to help students holistically improve

while providing them with opportunity to recover deficient credits using *Edgenuity*. Students are taught how to develop their character talents, how to make better decisions, and how to have good study habits. The goal behind this class is to help support students so that upon exiting the course they are empowered to succeed.

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
Although Kennedy has courses that can be completed online through *Edgenuity*, the students who are participating in the program are enrolled in school at Robert F. Kennedy High School and are physically present at Kennedy High school on the daily. The *Edgenuity* class is scheduled within the school day or as a seventh period, and the class meets in a computer lab to provide students with computer and internet access.	**Edgenuity Program** **Classroom Assignments** **Master Schedule** **Student Schedules**

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
The systems in place at Robert F. Kennedy High School provide equitable support to ensure that all students have access to a challenging, relevant, and coherent curriculum are mostly effective. Through these systems Kennedy is able to provide, support, extra challenges, as well as opportunities to practice for advanced tests that provide access and options when it comes to higher education. The effectiveness and regularity of examining for disproportionality in the demographic distribution of students throughout the class offerings differs depending on the demographic.	**List of Summer school courses offered** **List of 7th period supplementary classes and tutorials** **Saturday School Attendance Records**

Scheduling: The Aeries software automatically balances class enrollments based on gender. Furthermore, Kennedy offers certain classes that requires students to be grouped such as ELD classes.

During summer, all the students have course requests for their 6 classes. Counselors enter these requests into the Aeries master schedule, and it populates all the students with an intent of equally distributing students. This is because the counselors set a max per class. If there are conflicts, a manual change must be made on class by class bases.

When it comes to our special populations, their case managers have leeway to request specific teachers for their students based on students' needs to ensure academic success. Sheltered classes are linked to other classes, which would ensure that outside of EL classes, students are not disproportionally enrolled in specific classes.

Once the master schedule has been finalized, RSP Special Education teachers look at their students' class schedules to determine where most of their students are placed. Based on these schedules the SPED teachers determine which classes would most benefit from their co-teaching. The SPED teachers work with administration to create their co-teaching schedule; SPED teachers primarily in English and Mathematics classes. As the school year goes on, SPED teachers may request to modify their co-teaching schedule to best support their students' learning.

AP Saturday Tutorial Sessions: During the second semester, AP teachers are afforded opportunities to host Saturday review sessions for their specific AP topic. A schedule is created so that they Saturday tutorial sessions do no overlap. This is important because many students are in multiple AP classes and do not have to choose on class over the other. These tutorial sessions allow students to gain more practice on the given topic and build the stamina and focus needed to work through a three hour AP test.

SAT Prep courses: During the second semester Juniors who are high performing in English or Mathematics will be offered a free SAT preparation course after school. These students are chosen through teacher recommendation, but students can also request the class. Students are prepared for the SAT in an attempt to provide access to more universities, thus giving significance to the number of UC a-g

Edgenuity

Dual-enrollment

completers. This is one more instance of Kennedy's commitment to preparing students for college. Since this is not a mandatory course, this shows that Kennedy acknowledges that some of our students will be preparing for careers right out of high school rather than college.

Summer School: Kennedy offers a variety of summer school classes that students can take depending on their needs. Some students will have an opportunity to retake a class that they failed during the regular year, while other students are able to take a class for the first time in order to get ahead in their coursework so that they have time for a dual-enrollment class or an Advance Placement course that they would not have had access to otherwise.

Tutorial: Tutorials are available after school in core subjects for students who need assistance in their classes or need time to complete course work. Afterschool tutorials are offered weekly for World and U.S. History, Math, Science, English, and ELD. Leading up to finals and AP exams, additional tutorials are offered depending on teacher availability and student need and interest. Students needing assistance beyond the school day may also attend Saturday school.

Due to a generous on-going donation from a local doctor to the District, Kennedy has paid student tutors who are available to help students in after school tutorials and Saturday school. These student tutors are well-performing junior and senior students who have secured the recommendations of at least three teachers.

Saturday School: The implementation of Saturday School has provided another avenue for deterring student misbehaviors and absences; students can clear unexcused absences and lates through attendance to Saturday School. Because students are expected to complete school work during Saturday School, the program has impacted student learning in addition to attendance. Students needing academic support also attend Saturday School, at their teachers' recommendations; at Saturday School, students receive the assistance of not only the Saturday School teacher but also several student tutors. When teachers assign Saturday School, they must contact parents to give them notice.

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into the courses: students complete PE fitness logs, develop PowerPoint presentations, and type essays. Students can access *Edgenuity* outside of the school setting on their smartphones, tablets, or computers as long they have internet access. *Edgenuity* provides a more rigorous curriculum that allows students to earn back UC a-g approved credit. Because the program is more rigorous, students take longer to complete courses. However, teachers have viewed this as an indication the program is a more valid way for students to make up courses. Despite how rigorous the program is, *Edgenuity* teachers have also seen significant improvement of student participation and progress as the school year has unfolded.

Dual-enrollment: Kennedy has partnered up with Bakersfield College, Cerro Coso College, and California State University, Bakersfield to offer several dual-enrollment courses. Through the dual-enrollment program, students take classes during the school day with authorized teachers and can earn both high school and college credit. As is in college, students who are struggling or at risk of failing are able to drop the college portion of the class; in many of the courses students may continue to earn high school credit. With the exception of the Student Development classes, dual-enrollment offerings are limited based on the qualifications of Kennedy High's current teaching staff.

Currently Kennedy offers the following dual-enrollment courses:

- Introduction to the Welding Process (Weld B1B)

- Shielded Metal Arc Welding I (Weld B53A)

- Shielded Metal Arc Welding II (Weld B53B)

- Expository Composition (English B1A)

- B3 Career, Life, and Educational Planning (STDV)

- Elementary Spanish I (Spanish B1A)

- History of the United States (History 17A)

- History of the United States since 1870 (History

17B)

- Communication in Healthcare (HCRS C130)

- Medical Law & Ethics (HCRS C131)

- Electronic Health Records (HCRS C132)

- Medical Terminology Meds (B60)

- Business Management I (MIS 2000 & BA 1008)

- Basic Electronics (DC & AC) (ELETB 1)

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
Although Kennedy offers multiple co-curricular activities that effectively link to the academic standards and schoolwide learner outcomes, scheduling conflicts make it difficult for students to be involved in multiple co-curricular activities during the same year. In fact, scheduling conflicts have limited Kennedy's ability to offer more co-curricular activities like a math team, speech and debate, or a robotics team. This is because such activities would require meeting time that would only be available after school due to Kennedy's double lunch schedule that would exclude half the student population if the meeting was held during a particular lunch. After school meetings are not feasible because they would compete with meetings for social clubs, community service based clubs, tutorials, band practice, or sports. Thus the availability of co-curricular activities to students is somewhat effective, but has room for growth. **CTE Courses:** Kennedy offers many CTE pathways for students to enroll in, inclusive of many industry sectors of Arts, Media, and Entertainment; Business and Finance; Engineering and Architecture; Health Science and Medical Technology; Information and Communications Technologies; Marketing, Sales, and Service; Public	**North Kern Vocational Training Center** **Mock Trial** **Percussion** **Special Alliance Club** **CTE Pathway Handout** **Master Schedule** **Student Schedules**

Service; Building and Construction Trades; and Manufacturing and Production Development. These pathways integrate academic, career, and technical education in order to foster work-based and worksite learning experiences. Seniors may get a head start in their career by taking advantage of course offerings through a partnership with North Kern Vocational Training Center (NKVTC). Through NKVTC, students receive career technical education in fields such as nursing. Many courses offer hands-on, on-the-job training that students can apply to their future careers

Mock Trial: Mock Trial is a co-curricular class that affords students an opportunity to gain firsthand experience with how the court system work by competing in a Mock Trial competition. Students spend an entire year preparing and rehearse for a mock court case that is common for all the other competing schools. The students prepare a defense argument and a prosecution argument. This gives students extensive preparation and opportunity to practice their public speaking skill, critical thinking skills, as well as their creativity skills through improvisation and role playing. The class is co-taught by a credentialed teacher and employs a local community member as a consultant for the class due to his training as a paralegal.

Percussion Line: Percussion is a co-curricular activity that gives students an opportunity to practice teamwork, refine their ability to focus on a complex task that is both physically and mentally demanding, while giving students and outlet for their creative side. Students have to be extra disciplined because they are required to show up to zero period every day before everyone else starts school. This schedule allows students to be in the percussion band without having to choose between percussion and traditional course work.

Special Alliance Club: The Special Alliance Club will uphold moral character by accepting others that are different, helping those in need and being a loyal friend. Special Education student will gain basic living skills by learning the responsibility of belonging to a club which includes: money management, pride of accomplishment, teamwork and building relationships. Regular Education student will develop skills of tolerance, compassion, humility, and leadership. Special Alliance has found that students who took teacher assistant positions for the Special

Alliance teachers had success finding job opportunities after graduation. Three students were hired at DADD. One student was hired at the elementary afterschool program, and three students were hired as substitute aides. A few students now say that they are now going to school to teach Special Education.

ASB: The associate student body is composed of a group of students who have been elected by the students to represent the student body as a whole. ASB students are leaders in our school who work closely with Kennedy administration to host school-wide events, rallies, and community service events that have a positive impact on students' overall experience at Kennedy. ASB oversees activities and fundraising events put on by other clubs on campus. They are able to coordinate events hosted by other clubs on a macro scale by approving or rejecting certain events so ensure that clubs are not double booking facilities, services or products for sale.

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
Although Kennedy has courses that can be completed online through *Edgenuity*, the students who are participating in the program are enrolled in school at Robert F. Kennedy High School and are physically present at Kennedy on the daily. The monitoring and support provided to these students comes from the previously discussed opportunities and structures for our in-person population.	**Master Schedule** **Student Schedules** **Edgenuity Program**

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Robert F. Kennedy High School's strategies to promote involvement for all stakeholders is effective. Kennedy provides structured opportunity for all stakeholders to be involved with decision making that will directly affect the level of school engagement, school culture, as well as personal and academic growth. The efforts put forth by the Kennedy High administration team to communicate with all stakeholders are consistent, ongoing, inclusive, wide-ranging, accommodating, and have the community in mind. The opportunities are fair and include realistic options for the community to get involved without being imposing or overwhelming.

At present, however, parent involvement is not as plentiful or regular as Kennedy's staff would like. We recognize this reflects the community in that parents' lack of participation stems from a language, cultural, and educational barrier. The majority of our parents are not college educated, and a large subset of those parents have very little to no formal education, thus they feel like issues involving academic decisions should be deferred to those more familiar with academia.

Because the majority of our parents are not college educated and a large subset of those parents have very little to no formal education, thus they feel academic decisions regarding how to address Kennedy's critical leaner needs should be left to those who are more familiar with academia. Parents' lack of participation in meetings where policy could be affected is a sign of the trust that the community has bestowed upon Kennedy's staff. However misunderstood this disconnect in expectation of participation may be, it is still a barrier that keeps Kennedy's strategies for parent involvement from being highly effective.

Kennedy has shown a commitment to developing and sustaining a positive school culture with the focus of the student learner outcomes shifting from performing high on standardized test to now focusing on the expectation of a well-rounded student who contributes to the community and is concerned with the legacy of Robert F. Kennedy High School. The commitment to producing a well-rounded student is reinforced with the variety of Career Technical Education pathways that Kennedy has to offer, which would in turn address our critical learner needs by increasing the number of CTE completers.

Additionally, Kennedy High has highly effective structures and support systems in place to promote a safe, respectful, and fruitful environment for all students and staff alike. Overall Kennedy's practices and procedures for ensuring student safety are highly effective, but we recognize that we could improve the effectiveness of our evacuations and communication of disaster roles and procedures.

Kennedy has and promotes a positive working and learning environment that has created an ideal

situation for addressing critical learner needs because all stakeholders have buy-in to encourage student success and achievement.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Students and teachers at Robert F. Kennedy High School have a very healthy, respectful, and meaningful relationship.

2. Robert F. Kennedy High School has a strong sense of pride and positive school culture surrounding academics.

3. Kennedy High also has a strong sense of pride when it comes to sports.

4. All stakeholders have a structured opportunity to participate in WASC discussions.

5. Climate and culture is accepting and approachable.

6. We make good use of our interventions, such as the intervention class, *Edgenuity*, tutorials, and Saturday school.

7. Kennedy has numerous school clubs that allow students to work as a team and collaborate in a common interest.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth
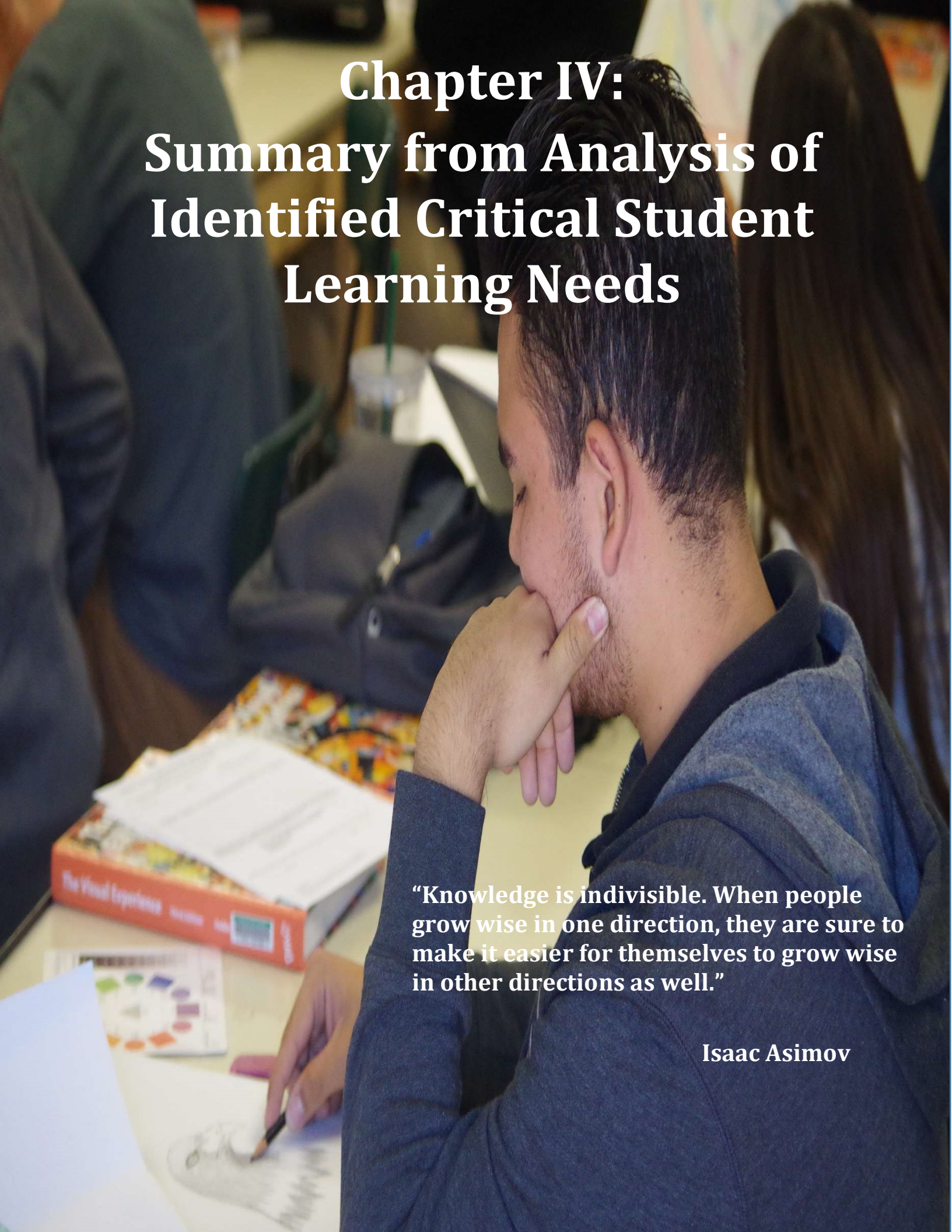
1. Kennedy's Administration needs to improve the evacuation plan to increase efficiency and account for variables that may impact safety.

2. Kennedy needs to improve its response time for intervention by giving teachers open access to aeries, and increasing communication and coordination of the use of tutorial.

3. Kennedy needs to re-evaluate its double lunch schedule and possibly have a single lunch on a weekly or bi-weekly basis to address the many pitfalls created by having a double lunch schedule like students being forced to choose between after school clubs or sports.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

The WASC team and administration analyzed the prioritized areas of growth from each category, noting trends and interrelationships between the ideas. From that process, Robert F. Kennedy has identified the following as our prioritized areas of growth needs from categories A through E.

1. Improve and increase effective communication between departments, staff, and the school community to improve awareness of school programs (such as CTE, dual-enrollment, etc.), intervention opportunities, the emergency disaster plan, and cross-departmental collaboration.

2. Improve methods for working with and supporting significant subgroups and at-risk students, including the system by which the Special Education department and General Education teachers collaborate and work together to support and promote student achievement.

3. Implement a data protocol that includes use of assessment data and formative assessments to inform professional development opportunities, instructional decisions, and use of interventions to support English Learner subgroups, students with disabilities, and general populations.

Chapter IV:
Summary from Analysis of Identified Critical Student Learning Needs

"Knowledge is indivisible. When people grow wise in one direction, they are sure to make it easier for themselves to grow wise in other directions as well."

Isaac Asimov

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Discussions involving all stakeholders in WASC meetings, department meetings, and Focus Group meetings reveled two common areas of concern for the staff, areas in which stakeholders agreed more attention needed to be given: English Learner and Students with Disabilities subgroups academic performance and college-and-career readiness.

The WASC team and Focus Groups further analyze data from the school and community profile, California Dashboard data, Focus Group feedback, perception surveys, and the newly revised GLOBAL Student Learning Outcomes. From that analysis, the WASC team identified the following Critical Student Learning Needs:

#1 - Performance of English Learners and Students with Disabilities subgroups on the CAASPP is significantly lower than the majority population; subgroup achievement on the CAASPP needs improvement.

2 - While Kennedy's UC a-g graduation rates exceed those of the county and state, less than half of Kennedy's students (44% in 2016) graduate UC a-g; furthermore, less than a quarter of Kennedy's students (20% in 2016) graduate as CTE completers; the percent of Kennedy's students who graduate college-and-career ready needs improvement.

Through further discussions within WASC Focus Groups and analysis of each group's representative section of Robert F. Kennedy's school program, stakeholders identified current systems that already work to meet the critical student learning needs, and they made recommendations for additional systems or resources that may help address the identified critical student learning needs.

They are as follows:

WASC Critical Learner Needs 2017-2018					
Critical Learner Need	**#1 - Performance of English Learners and Students with Disabilities subgroups on the CAASPP is significantly lower than the majority population; subgroup achievement on the CAASPP needs improvement.**				
Focus Groups	**A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources**	**B: Curriculum**	**C: Instruction**	**D: Assessment and Accountability**	**E. School Culture and Support for Student Personal and Academic Growth**
Systems in Place	- Teacher Aids/Resource Co-Teaching -CAASPP 7th Period -English/Math Support courses along with regular courses -Resource Room - Implementing advance vocabulary rather than basic, writing prompts attached with an outline.	- Teacher Aids/Resource Co-Teaching -CAASPP 7th Period -English/Math Support courses along with regular courses -Resource Room - Implementing advance vocabulary rather than basic, writing prompts attached with an outline.	- Teacher Aids/Resource Co-Teaching -CAASPP 7th Period -English/Math Support courses along with regular courses -Resource Room - Implementing advance vocabulary rather than basic, writing prompts attached with an outline.	- ELD & SDAIE Strategies - Teacher Aids/Resource Co-Teaching -CAASPP 7th Period -English/Math Support courses along with regular courses -Resource Room - Implementing advance vocabulary rather than basic, writing prompts attached with an outline.	- Teacher Aids/Resource Co-Teaching -CAASPP 7th Period -English/Math Support courses along with regular courses -Resource Room - Implementing advance vocabulary rather than basic, writing prompts attached with an outline. - Large Print Texts - Microphone systems installed in rooms - technology
Critical Learner Need	**#1 - Performance of English Learners and Students with Disabilities subgroups on the CAASPP is significantly lower than the majority population; subgroup achievement on the CAASPP needs improvement.**				
Focus Groups	**A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources**	**B: Curriculum**	**C: Instruction**	**D: Assessment and Accountability**	**E. School Culture and Support for Student Personal and Academic Growth**

Systems/Resource Needs	- Consumable books for subjects other than ELA - IEP Accommodations need to be more precise (for example, how much longer do students get than reg ed students?) - Limited access to resource room - Strategic placement of students with strong teachers - Having teachers trained in strategies in sped student engagement	- Consumable books for subjects other than ELA - IEP Accommodations need to be more precise (for example, how much longer do students get than reg ed students?) - Limited access to resource room - Strategic placement of students with strong teachers - Having teachers trained in strategies in sped student engagement	-Classes grouped by student ability to better address the individual learning needs specific to those students -Smaller classroom sizes -Small group instruction/Afterschool program specific to student needs -Professional Development that addresses strategies targeting resource students. -Resource students need to have access to their specific resource teacher to help keep students on level with their needs.	- Consumable books for subjects other than ELA - IEP Accommodations need to be more precise (for example, how much longer do students get than reg ed students?) - Limited access to resource room - Strategic placement of students with strong teachers - Having teachers trained in strategies in sped student engagement	- Digital copies of text books - Limited access to resource room - IEP Accommodations need to be more precise - Having teachers trained in SPED - Additional remedial classes - Limit numbers of SPED students/better system to better support classes with large #s - Smaller classroom sizes

Critical Learner Need	# 2 - While Kennedy's UC a-g graduation rates exceed those of the county and state, less than half of Kennedy's students (44% in 2016) graduate on UC a-g; furthermore, less than a quarter of Kennedy's students (20% in 2016) graduate as CTE completers; the percent of Kennedy's students who graduate college-and-career ready needs improvement.				
Focus Groups	**A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources**	**B: Curriculum**	**C: Instruction**	**D: Assessment and Accountability**	**E. School Culture and Support for Student Personal and Academic Growth**
Systems in Place	- Saturday School to make up work -Afterschool Tutorial -Summer School -*Edgenuity* Courses to retake courses -We added Coffee with the Counselor in the evenings to meet with parents to review grades, credits, graduation status because they were not able to attend during the day -4 year plans so students can see what courses are needed and they are able to make decisions on the CTE/elective courses that they take -a-g Checklist -Student Tutors -College and Career Readiness Course -Some CTE programs (ex: nursing, welding) - Dual-enrollment Courses	- Saturday School to make up work -Afterschool Tutorial -Summer School -*Edgenuity* Courses to retake courses -We added Coffee with the Counselor in the evenings to meet with parents to review grades, credits, graduation status because they were not able to attend during the day -4 year plans so students can see what courses are needed and they are able to make decisions on the CTE/elective courses that they take -a-g Checklist -Student Tutors -College and Career Readiness Course	- Saturday School to make up work -Afterschool Tutorial -Summer School -*Edgenuity* Courses to retake courses -We added Coffee with the Counselor in the evenings to meet with parents to review grades, credits, graduation status because they were not able to attend during the day -4 year plans so students can see what courses are needed and they are able to make decisions on the CTE/elective courses that they take -a-g Checklist -Student Tutors -College and Career Readiness Course	- Saturday School to make up work -Afterschool Tutorial -Summer School -*Edgenuity* Courses to retake courses -We added Coffee with the Counselor in the evenings to meet with parents to review grades, credits, graduation status because they were not able to attend during the day -4 year plans so students can see what courses are needed and they are able to make decisions on the CTE/elective courses that they take -a-g Checklist -Student Tutors -College and Career Readiness Course	- Saturday School to make up work -Afterschool Tutorial -Summer School -*Edgenuity* Courses to retake courses -We added Coffee with the Counselor in the evenings to meet with parents to review grades, credits, graduation status because they were not able to attend during the day -4 year plans so students can see what courses are needed and they are able to make decisions on the CTE/elective courses that they take -a-g Checklist -Student Tutors -College and Career Readiness Course

	- Career Day, Career Research Projects, Vocational courses, and College Fieldtrip, CP and AP classes. - Wear it Wednesdays - AERIES Parent/Student Portals	-Some CTE programs (ex: nursing, welding) - Dual-enrollment Courses - Career Day, Career Research Projects, Vocational courses, and College Fieldtrip, CP and AP classes. - Wear it Wednesdays - AERIES Parent/Student Portals	-Some CTE programs (ex: nursing, welding) - Career Day, Career Research Projects, Vocational courses, and College Fieldtrip, CP and AP classes.	-Some CTE programs (ex: nursing, welding) - Dual-enrollment Courses - Career Day, Career Research Projects, Vocational courses, and College Fieldtrip, CP and AP classes. - College Night Fieldtrip - Wear it Wednesdays - AERIES Parent/Student Portals	-Some CTE programs (ex: nursing, welding) - Dual-enrollment Courses - Career Day, Career Research Projects, Vocational courses, and College Fieldtrip, CP and AP classes. - Wear it Wednesdays - AERIES Parent/Student Portals - College Night Fieldtrip - Guest Speakers (former alumni)
Critical Learner Need	**# 2 - While Kennedy's UC a-g graduation rates exceed those of the county and state, less than half of Kennedy's students (44% in 2016) graduate on UC a-g; furthermore, less than a quarter of Kennedy's students (20% in 2016) graduate as CTE completers; the percent of Kennedy's students who graduate college-and-career ready needs improvement.**				
Focus Groups	**A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources**	**B: Curriculum**	*C: Instruction*	**D: Assessment and Accountability**	**E. School Culture and Support for Student Personal and Academic Growth**
Systems/Resource Needs	- offer tutorial instead of detention (make a more official process/communicate it as an option) - more guest speakers - incentivizing teachers to pursue CTE credentials - CTE pamphlets - increase information on college admission process/requirements	- Course Catalogue - more field trips to colleges (inclusive of all grades) Support class curriculum that more directly corresponds to curriculum in the core classes. -Additional CTE programs to add a	-Enforcement or incentive to attend programs to raise grades -Programs for student athletes. -Support class curriculum that more directly corresponds to curriculum in the core classes.	- Course Catalogue - more field trips to colleges (inclusive of all grades) - offer tutorial instead of detention - Enforcement or incentive to attend programs to raise grades	- Course Catalogue - more field trips to colleges (inclusive of all grades) - offer tutorial instead of detention - Enforcement or incentive to attend programs to raise grades

			larger variety of options.	-Parent involvement in classrooms and grades. Parent teacher conferences. -Visual aids that help guide students toward reaching a-g goals (charts or checklists) -Additional CTE programs to add a larger variety of options.	-Programs for student athletes. -Support class curriculum that more directly corresponds to curriculum in the core classes. -Parent involvement in classrooms and grades. Parent teacher conferences. -Visual aids that help guide students toward reaching a-g goals (charts or checklists) -Additional CTE programs to add a larger variety of options.	-Programs for student athletes. -Parent involvement in classrooms and grades. Parent teacher conferences. -Visual aids that help guide students toward reaching a-g goals (charts or checklists) -Speakers and representatives from different colleges and careers to motivate students towards specific pathways. -Local speakers and alumni representatives who have made positive choices towards college and careers to show students examples of real life choices. - Career workshops, fieldtrips, etc. for students - expand career day to include a wider range of post-secondary career paths

While all of Kennedy's staff are in agreement with the identified critical learning needs, many staff initially felt that critical learning need #2 should focus on just career readiness. Kennedy has many programs implemented to support college readiness and advocate a college going atmosphere. Staff were concerned that students uninterested in attending college were being overlooked. However, UC a-g graduation rates, CAASPP assessment results, and the initial results on the College and Career Readiness LCFF Indicator convinced these staff members that both college readiness and career readiness needed to be addressed together.

Stakeholders see a strong alignment between the identified critical learning needs and Kennedy's mission, vision, and newly established GLOBAL student learning outcomes. Assessment data, Dashboard data, LCFF indicator results, and perception survey results support the identified needs as critical.

The Delano Joint Union High School District's LCAP report helped guide discussions in identifying the critical learning needs. Accordingly, strong alignment exists between the identified critical learning needs and the LCAP goals (which are also the SPSA goals): LCAP goals 1 and 2 support critical learning need 1, and all three LCAP goals support critical learning need 2.

Chapter V:
Schoolwide Action Plan

"A dream becomes a goal when action is taken toward its achievement."

Bo Bennett

Chapter V: Schoolwide Action Plan

Schoolwide Action Plan Goals

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

Self-study findings indicate a continued need to improve student achievement in English language arts and mathematics for English learner and students with disabilities subgroups. Self-study findings also indicate a continued need to support and maintain student achievement in English language arts and Mathematics for all students. State assessment data (CAASPP data), local assessments, discussions and recommendations from all focus groups and departments, and review of student work support this need.

Goal Two: Robert F. Kennedy will continue to provide all students course access and to improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education. DJUHSD has identified the need for pupils with significant disabilities to have access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, the DJUHSD goal is to continue to performing in the top 25% in visual performing arts, Mock Trial, and improve the physical fitness and AP passing rates.

Self-study findings indicate a strong, collective desire from staff to more thoroughly prepare students for college-and-career readiness, with an emphasis on career readiness. Focus groups recognize room to grow and improve student preparation for college but also note that career preparation has not received the same focus and attention. Recognizing that not all students have a desire to be "college-bound," the focus groups desire to build up course offerings, curriculum, and instruction to prepare students for life after high school, whether it be a college-, career-, or military- path. Data from the College-and-Career Readiness LCFF rubric indicator, UC a-g graduation rates, CTE completer rates, discussions and recommendations from all focus groups and departments, and review of feedback from students, parents, and teachers support this need.

Goal Three: 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.

Self-study findings indicate a continued need to provide all students with a high quality educational environment that supports student achievement in all subjects and encourages college-and-career readiness. The focus groups recognize the importance and correlation of school environment and school discipline to student instruction and learning. State assessment data (CAASPP data), performance on LCFF rubric indicators, discussions and recommendations from all focus groups and departments, and review of feedback from students, parents, teachers, and other stakeholders support this need.

Alignment of the Single School Plan for Student Achievement to the Local Control Accountability Plan

Kennedy's Single School Plan for Student Achievement is in full alignment to the Local Control Accountability Plan. Kennedy's identified critical learning needs are also in alignment.

LCAP Goals

Goal #1 - Provide a high quality education to improve college readiness and proficiency or standard met levels for all learners, including English learners and foster youth, in all core academic content areas.

Goal #2 - Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education.

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.

The Single Plan for Student Achievement
Planned Improvements in Student Performance

School Goal #1

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

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

subgroup

SCHOOL GOAL #1:

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

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

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

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

Data Used to Form this Goal:

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

Findings from the Analysis of this Data:

RFK CAASPP scores decreased slightly in 2016-2017in English. There was a significant decrease for the math scores. However, we were still above the county and state results. An area of improvement is with students with disabilities. Our conclusion based on this data is that over 69% of our students met or exceed the standards overall in English

Language Arts. We will continue to implement researched based strategies to improve in these areas. We continue to use Listen Current, which is an online program that allows teachers to create custom assignments and specifically target listening and communication skills. WASC Critical Area for follow-up:

- Critical Area #2 - Self-Study findings indicate a need to provide time and targeted professional development for teachers and leadership to create a Common Core Transition Plan for student achievement to increase the number of students that are on the A-G track and college/career ready for post-secondary education/career pathways.
- Critical Area #3 - Provide structured time and resources for teachers to continue to develop common formative assessments to align curriculum and instruction with research based strategies and outcome goals for student achievement.
- Critical Area #4 - There is need for Cohorts and departments to use timely student achievement data (e.g. common formative assessments and teacher created unit tests) to modify classroom instruction, develop intervention lessons, and assess summative standards mastery.
- Critical Area # 5 - Self-Study findings indicate a need to create, implement and monitor a parent involvement plan to further engage them in the academic programs, progress monitoring and volunteer opportunities at RFK High School.
- Mid-term Recommendation #1: Add structure to the cohort planning and evaluation of the curriculum to expand common core rigor and content knowledge in all curricular areas

How the School will Evaluate the Progress of this Goal:

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

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

completer rates, EL progress on CELDT, EL reclassification rates, AP passing rates, and ACT and SAT scores.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Stakeholder Meetings	August 2017 to June 2, 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Conduct district and site stakeholder meetings for data analysis, outcome analysis, and performance analysis. LCAP Goal 1 Action 1. (LCAP and other funding)	1000-1999: LCFF - Supplemental Certificated Personnel Salaries		18,000.00

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

Purchase supplemental standards aligned textbooks/e-books for the core areas of English, Mathematics, science, and social studies.	August 2017 to June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Purchase of supplemental materials aligned to the content standards. LCAP Goal 1 Action 3	4000-4999: Books LCFF - Supplemental And Supplies	9,700.00
			Purchase of supplemental materials aligned to the content standards. Continue to purchase technology to enhance and improve student performance in attaining goals. LCAP Goal 1 Action 3	5000-5999: Services LCFF - Supplemental And Other Operating Expenditures	2,000.00
			Supplementary materials	4000-4999: Books Title I And Supplies	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development aligned to academic strategies	August 2016-June 2017	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Provide professional development that is aligned to academic standards. LCAP Goal 1 Action 2. (LCAP and Other Funding)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,500.00
			Supplemental materials	4000-4999: Books And Supplies	LCFF - Supplemental	3,500.00
			Professional Development materials, Operating supplies, and equipment	5000-5999: Services And Other Expenditures	LCFF - Supplemental	4,500
			Instructional Strategies	1000-1999: Certificated Personnel Salaries	Title I	10,000.00

| | | | Incorporate Explicit Direct Instruction (EDI) to check for understanding and reteaching if necessary, Cornell Note taking, WICR, Costa's Levels of questioning, and graphic organizers | 1000-1999: Certificated Personnel Salaries | Title I | 10,000.00 |
| | | | | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 11,000.00 |

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

Provide after school tutorials, Saturday School to assist in academic achievement, Intervention in Math, ELA, Science, Social Studies, and ELD.	August 2017-June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	After School tutorial and Saturday School will provide Academic Support for students who need additional help and/or need to make up homework/classwork . LCAP Goal 1 Action 6	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,000.00
			(LCAP and Other Funding)			
			Intervention, tutorials LCAP Goal 1 Action 7	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,200
			Staff and parents will work collaboratively to provide support for students who need intervention. Schedule Student Support Team meetings will be conducted based on student need.	1000-1999: Certificated Personnel Salaries	Title I	2,000.00

Provide opportunities for students to field trips to four year universities.	August 2017- June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Provide field trips to four year universities. LCAP Goal 1 Action 7 (LCAP and Other Funding)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00
						5,000.00
			Educational field trip/recognition	5000-5999: Services And Other Operating Expenditures	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Trainings	August 2017- June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Provide parent trainings: Coffee with the Counselor; Aeries Parent Portal training; School Site/ELAC training LCAP Goal 1 Action 7	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,900.00
						1,200

			5000-5999: Services LCFF - Supplemental And Other Operating Expenditures	
Student/Staff Incentives	August 2017- June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Site administration will 4000-4999: Books LCFF - Supplemental continue to coordinate And Supplies resources toward student academic intervention and promote Incentives, rewards, and celebrations for student and staff recognition LCAP Goal 1 Action 9 (LCAP and Other Funding) 5000-5999: Services LCFF - 4,000.00 Supplemental And Other Operating Expenditures	11,000.00

Actions to be	Timeline	Person(s)	Proposed Expenditure(s)

Taken to Reach This Goal		Responsible	Description	Type	Funding Source	Amount
Staff Funding	August 2017-June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Salaries for Nagib Obeid- Assistant Principal, Instructional Aide, Richard Lauricio- Tech Support Jeffrey Mateo- Tech Support George Mateo- Tech Support Alicia Santiago- Tech Support Math Teacher Coach			

Class size Reduction	August 2017-June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	6th Period Assignments for Joaquin Alvarado Natalie Banuelos Gloria Boulet Alex Delgado Tatyana Folger Shawn McQuilliams James Sepsey

School Goal #2

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

SUBJECT: Career Readiness and Career Technical Education.
LEA/LCAP GOAL:
LCAP Goal #2: Course access LCAP Goal #2: Maintain and/or increase UC a-g completers LCAP Goal #2: Maintain and/or increase AP passing results LCAP Goal #2: Improve in Physical Fitness results LCAP Goal #2: Maintain and/or improve in Visual Performing Arts and Mock Trial   Priority 7a: Course Access: Attain 100% of pupils have access to a broad course of study. Priority 8 Pupil Outcomes: Improve AP passing rates in all subject areas; Maintain and/or improve UC a-g completion rates, Improve in all areas of the Physical Fitness test by at least 1%; Continue to perform or achieve in the top 35% of the competitors in visual and performing arts and Mock Trial. Improve CTE completers for the 2017-2018 school year.
SCHOOL GOAL #2:
Robert F. Kennedy will continue to provide all students course access and to improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education. DJUHSD has identified the need for pupils with significant disabilities to have access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, DJUHSD goal is to continue to performing in the top 25% in visual performing arts, Mock Trial, and improve the physical fitness and AP passing rates.

Data Used to Form this Goal:
Local and State assessment data; UC a-g completion data; students completing CTE pathways; EAP results; AP and Physical Fitness data; results from competitions in visual performance and Mock trial.

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

- Critical Area #2 - Self-Study findings indicate a need to provide time and targeted professional development for teachers and leadership to create a Common Core Transition Plan for student achievement to increase the number of students that are on the A-G track and college/career ready for post-secondary education/career pathways.
- Critical Area #3 - Provide structured time and resources for teachers to continue to develop common formative assessments to align curriculum and instruction with research based strategies and outcome goals for student achievement.
- Critical Area #4 - There is need for Cohorts and departments to use timely student achievement data (e.g. common formative assessments and teacher created unit tests) to modify classroom instruction, develop intervention lessons, and assess summative standards mastery.
- Critical Area # 5 - Self-Study findings indicate a need to create, implement and monitor a parent involvement plan to further engage them in the academic programs, progress monitoring and volunteer opportunities at RFK High School.
- Mid-term Recommendation #1: Add structure to the cohort planning and evaluation of the curriculum to expand common core rigor and content knowledge in all curricular areas.

Site Administration, Department Leadership, and the School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students including student achievement on the CAASPP assessments (all students and subgroups respectively), English Learner proficiency rates, CTE completion rates, CELDT performance targets, reclassification rates, AP passing rates, SAT and ACT scores, EAP college readiness rates, course access, UC ag rates, physical fitness test results, student performance in visual and performing arts (Band, Color Guard, etc.), Mock Trial.

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

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

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

Provide evidence based Professional Development opportunities for teachers and administrators that are aligned to content standards.	August 2016 to June 2017	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Professional Development that is evidence based strategies LCAP Goal 2 Action 2 (LCAP and Other Funding)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,300.00
			Supplemental materials to assist in professional development (LCAP and Other Funding)	4000-4999: Books And Supplies	LCFF - Supplemental	900.00
				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,500.00
				1000-1999: Certificated Personnel Salaries	Title I	10,000.00

| Supplemental Materials to support staff in meeting LCAP Goal 2. | August 2016 to June 2017 | Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members | Supplemental materials and supplies to assist in achieving goals. Cotinue to purchase technology to enhance and improve student performance to meet 21st Century Skills.

LCAP Goal 2 Action 3

(LCAP and Other Funding) | 4000-4999: Books Supplemental

And Supplies | LCFF - | 24,000.00 |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide before school, after school, Saturday school, intervention, tutorials, to accommodate students needs	August 2016 to June 2017	Collaborative team effort by Administrators, teachers, counselors, district	After School intervention to assist in LCAP goal 2 Action 5.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000.00

		personnel, and community members				
College and Career Visitations to promote and enhance students interest in college and careers.	August 2017 to June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	College and Career Visitations. LCAP Goal 2 Action 6	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00
Educational Consultant(s).	August 2017-2018	Site Administration	Mock Trial Consultant	1000-1999: Certificated Personnel Salaries	Title I	12,500.00
			Music	1000-1999: Certificated Personnel Salaries	Title I	5,000.00

School Goal #3

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

SUBJECT: School Culture/Environment/Parent Involvement
LEA/LCAP GOAL:
LCAP Goal #3: Continue to decrease expulsion rates to .15%. LCAP Goal #3: Suspension rate decrease by 3.1% LCAP Goal #3: Maintain and/or increase graduation rate to 97% LCAP Goal #3: Reduce chronic absenteeism rates form 13.7% to 13% LCAP Goal #3: School attendance rate from 96% to 96.2$ Priority 5a: Pupil Engagement: Increase student attendance rates and attain 96.2. Priority 5b: Pupil Engagement: Reduce chronic absenteeism to 13%. Priority 5: Pupil Engagement: Maintain and/or increase graduation rates. Priority 6a: School Climate: Reduce suspension rates from 3.5% to 3.1%. Priority 6: School Climate: Reduce expulsion rates
SCHOOL 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 everyday. It will assist in reducing expulsions and suspension rates; increase graduation rates; increase parental involvement; and increase teacher contact with parents.

Data Used to Form this Goal:
Local and State assessment data; Parent Surveys; Blackboard connect; School events such as Back to School Night, ELAC, Coffee with the counselors; Honors to Scholars; graduation.

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

- Critical Area #2 - Self-Study findings indicate a need to provide time and targeted professional development for teachers and leadership to create a Common Core Transition Plan for student achievement to increase the number of students that are on the A-G track and college/career ready for post-secondary education/career pathways.
- Critical Area #3 - Provide structured time and resources for teachers to continue to develop common formative assessments to align curriculum and instruction with research based strategies and outcome goals for student achievement.
- Critical Area #4 - There is need for Cohorts and departments to use timely student achievement data (e.g. common formative assessments and teacher created unit tests) to modify classroom instruction, develop intervention lessons, and assess summative standards mastery.
- Critical Area # 5 - Self-Study findings indicate a need to create, implement and monitor a parent involvement plan to further engage them in the academic programs, progress monitoring and volunteer opportunities at RFK High School.

- Mid-term Recommendation #1: Add structure to the cohort planning and evaluation of the curriculum to expand common core rigor and content knowledge in all curricular areas

- Mid-term Recommendation #2: Parents should be provided with more opportunities, initiated by the school, to volunteer and to be a part of the school community

How the School will Evaluate the Progress of this Goal:

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

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

in the LCAP priorities.				
			5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental 3,000.00
Parent contact: Inform parents when students are not performing academically to expectations. Teachers will be responsible for calling or writing parents when students are not performing to expectations.	August 2017 to June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Aeries Parent/Student Portal workshops Goal 3 Action 9	1000-1999: LCAP Certificated Personnel Salaries
			(LCAP and other funding)	LCFF - Supplemental 4,000.00
				LCFF - Supplemental 300.00
			Communicate with parents when students are at risk of failing (LCAP and other funding)	4000-4999: Books And Supplies
			Translation Services (LCAP and other funding)	2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,500.00

			Coffee with Counselors: Classified Educate parents on A-G requirements and High School graduation; Aeries Portal.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental 2,800.00
			Parent Outreach	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement 2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
Professional Development: Evidence based intervention strategies.	August 2017 to June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Professional Development to improve strategies. LCAP Goal 3 Action 1 (LCAP and Other Funding)	4000-4999: Books And Supplies	LCFF - Supplemental 2,500.00

			5000-5999: Services LCFF - 3,500.00
			Supplemental
			And Other Operating
			Expenditures
Provide before school, after school, Saturday school, intervention, tutorials, credit recovery to accommodate students needs	August 2017 to June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Tutorials, credit 1000-1999: LCFF - Supplemental recovery, behavioral Certificated intervention LCAP Goal Personnel Salaries 3 Action 5 (LCAP and Other Funding)	6,000.00
Instructional Activities and Field Trips	August 2017- June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Instructional activities 5000-5999: Services LCFF - Supplemental and Field Trips to assist And Other Operating with LCAP goal 3 action Expenditures 4 (LCAP and Other Funding)	7,000.00

| Supplemental Materials to assist in achieving LCAP Goal 2. | August 2017-June 2018 | Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members | Supplemental Supplemental Instructional materials And Supplies to assist with LCAP goal 3 action 2. Supplemental | 4000-4999: Books | LCFF - | 4,800.00 |
| | | | | 5000-5999: Services And Other Operating Expenditures | LCFF - | 2,500.00 |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplies/Equipment, and operating expense.	August 2017-June 2018	Collaborative team effort by Administrators, teachers, counselors, district personnel, and community members	Supplies and equipment and operating expenses to assist with LCAP goal 3 action 4	4000-4999: Books Supplemental And Supplies	LCFF -	4,000.00

Appendices

"Each generation inherits a world it never made; and, as it does so, it automatically becomes the trustee of that world for those who come after. In due course, each generation makes its own accounting to its children."

Robert F. Kennedy

Appendices:

A. Local Control and Accountability Plan (LCAP):

https://docs.google.com/viewerng/viewer?url=https://www.djuhsd.org//cms/lib/CA02208
718/Centricity/Domain/1048/LCAP%25202017-18%2520final.pdf

B. Results of student questionnaire/interviews
Student Perception Survey

Question	N/A	Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree	(blank)
			Student Perception Survey: Spring 2017				
1.	I have access to a rigorous and relevant curriculum that support high achievement for all students.						
	15	130	28	58	434	132	6
2.	Kennedy is preparing me for a full range of college and career options.						
	4	39	31	96	417	217	0
3.	Kennedy's classes reflect my culture, language, and community.						
	16	86	40	153	386	120	1
4.	My teachers provide challenging and relevant learning experiences that support high achievement for all students.						
	7	31	27	81	421	230	3
5.	My teachers' lessons, class activities, and overall class expectations support the school's vision and mission and Schoolwide Learner Outcomes (GLOBAL).						
	6	100	21	69	419	183	3
6.	Kennedy uses tests and assessments to monitor and adapt the school program to support high achievement for all students.						
	8	64	28	62	437	200	1
7.	I have the opportunity to work together with school staff in creating and monitoring my personal learning plan(s).						
	8	85	72	162	332	144	1
8.	I have access to a system of personal support services, activities, and extra-curricular opportunities at school.						
	9	46	27	92	371	257	1
9.	Kennedy provides me academic support and intervention to ensure success.						
	8	57	20	71	433	214	1
10.	Kennedy works with my family to support my academic success.						
	18	93	90	197	304	97	4
11.	Kennedy provides me and other students a safe environment.						
	6	47	26	66	431	218	6
12.	I see school staff demonstrate caring and high expectations for all students on a daily basis.						
	11	55	49	117	366	187	13

Question	Never	Once or twice a semester	A few times a quarter	Once a month	A few times a month	Weekly	(blank)
13.	Reflecting back on this school year, how often have you attended afterschool tutorial for any subject?						
	281	176	105	49	116	62	10

Student Focus Group Interviews

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

   Don't give up - want to succeed work hard & try to help others, teachers are very helpful, classes are helpful

2. What is the single most important area that Kennedy should work on?
   - *fairness & equality*
   - *food?*
   - *teachers more strict/more adaptable*
   - *more broad range of course offerings*
   - *Discipline in some classes*
   - *more extracurriculars // electives*
   - *foreign language*

3. Are you proud to be associated with Kennedy?

   Medals (Silver), Known in Delano, done - how but how good things, Football team, Family Environment, offers

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty? ∿

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples? ✓

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

You can ask your teacher for help or review- maybe sometimes students would stay after class.

2. What type of assessments do RFK teachers give you?

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

Yes the school does offer you opportunities because consulers mostly consulers or even teacher give you college class.

2. What makes school interesting and worthwhile to you?

You start to think about your future.

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

   The understanding of RFK's mission is to help reach these goals

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

   they write the objective most of the time

2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   Yes.

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   I raise my hand and I ask them or ask to explain it a little more.

2. What type of assessments do RFK teachers give you?

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

2. What makes school interesting and worthwhile to you?

   Sport and the activities such as ASB, maerra etc.

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

   they usually have the objective for the day written up on the board or the first slide.

2. How do teachers integrate interdisciplinary subjects into their lessons?

   They compare one to another to maybe understand

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   Yes   Y

   N   Y

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

   Yes they do if you ask for help or have bad grades

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   If I dont understand something I would ask the teacher before or after class. Many teachers repeat

2. What type of assessments do RFK teachers give you?

   Quizes on how much we know

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   Yes I believe they do because you can ask your counselor for any type of advice.
   Also they provide some type of classes, for example the class of DT related to nursing.

2. What makes school interesting and worthwhile to you?

   Sports, having good grades to be able to do new things

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

   They explain in the whiteboard and they are give example.

2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   yes

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

   yes

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   I let the teacher know that I didn't understand something.

2. What type of assessments do RFK teachers give you?

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   yes, because if you go to see your counselor she help you giving you a chose.

2. What makes school interesting and worthwhile to you?

   Sports.

WASC Student Focus Group

Overall:

1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

   RFK's mission is to get everyone to graduate. My role is to try to help anyone in need in order for them to succeed.

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

   I feel like RFK communicates their mission pretty clear.

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

   They give us notes about the lesson

2. How do teachers integrate interdisciplinary subjects into their lessons?

   In history we use math to find when this event happened.

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   Y

   · Y

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   If I dont undarstand the work, I ask the teacher for extra help after school. The teacher Should know I don't understand the work if I get a bad score on a test or a worksheet.

2. What type of assessments do RFK teachers give you?

   They give us essays

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   The School gives us AP and CP classes

2. What makes school interesting and worthwhile to you?

   Our whole life depends on school.

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

   My understanding of RFK's mission is to get all students get a higher education but also reach certain test scores.

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

   They explain what we will be doing and then use what you learned the day before and incorporate it into the new

2. How do teachers integrate interdisciplinary subjects into their lessons? *lesson*

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

2. What type of assessments do RFK teachers give you?

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   Yes, RFK helps us understand how to move on from high school and go to college

2. What makes school interesting and worthwhile to you?

Its a school that has great standards and good sports

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

   The teachers provide us with extra help when we need it.

2. What is the single most important area that Kennedy should work on?

   The behavioral expectations of most students

3. Are you proud to be associated with Kennedy?

   Its a school with good standards of excellence and it has good sports programs.

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

   Board policies and procedures

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

   Most teachers just have the lesson on the board and some will have daily agendas written for us.

2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   Y   N

   N

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   Some teachers teach visually but some just put up slides and expect us to write notes. If some teachers see that were struggling they go into further explanation

2. What type of assessments do RFK teachers give you?

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   Yes Because they offer college credits in some classes and in Career classes we are planning what we could do after High school and how were gonna get there

2. What makes school interesting and worthwhile to you?

   Some classes are taught by teachers who make the lesson as fun as possible and the sports give me something that I enjoy doing which brings me back everyday.

WASC Student Focus Group

Overall:

1. What are the school's greatest strengths?

They provide alot of individual help if it is needed.

2. What is the single most important area that Kennedy should work on?

To control the noise level at certain times

3. Are you proud to be associated with Kennedy?

Yes, the teachers, environment, sports ~~school achievements~~ and the school in general is great and proud to be in it.

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

RFK opens many windows to students that may help a student determine their future or help reach a students goal. I see my role as being a role model for other students.

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

On the topic of board policies, they are adressed well.

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

Teachers usually write the objectives for the lesson on the whiteboard for the duration of the lesson and verbally explain why we our learning that topic.

2. How do teachers integrate interdisciplinary subjects into their lessons?

Yes, for example Science brings in math.

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   Y

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

   Y

   N Y

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   Teachers often say "do we understand" or "any questions" at the end of every section or new topic. When I don't understand a topic, I raise my hand during class for individual help.

2. What type of assessments do RFK teachers give you?

   RFK teachers usually give pop quizes or quizes to see our understanding on the topic.

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options? Yes, the school provides classes such as building skills which allows for hand on equipment like those in that certain job.

2. What makes school interesting and worthwhile to you?

   The friendly environment and Sports.

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

   [handwritten text, largely illegible]

2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   y y y
   y y

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   To let my teachers know I don't understand the class work I ask them for help or to explain the work one more again. I think teachers would know we don't understand the work because we don't do their work.

2. What type of assessments do RFK teachers give you?

   · Presentations   · Papers

   · Essays   · Projects

   · Quizes

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   yes they have had a couple or "meeting" type or get togethers with people from colleges and help to follow the ~~them~~ applications.

2. What makes school interesting and worthwhile to you?

   Some of the teachers make the class learning run and enjoyable

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

    - students should meet what the teacher expected
    - If Be a good role model

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

    They will gonna teach the lessons details by details and they will expand more the objectives in order for you to understand.

    And they will gonna give you a chance to predict

2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

yes

Yes.

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Yes

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

- The teachers will not gonna move to next topic until there's one student who didn't understand the lesson
- By asking questions as many as you can
- Don't be shy to ask so that you are fully understand the topic.

2. What type of assessments do RFK teachers give you?

- presentation
- project

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

Ya, because they will gonna led the student to choose what they want like to enhance what really w their skill

2. What makes school interesting and worthwhile to you?

Electives, if your gonna choose what you want in order for you to think what you really interested in

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   - yes   • yes   • yes
   - yes   • yes

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   - they will ask if we need more time.
   - they ask more questions to see if we understood it.
   - we can just let them know that we didn't get it.

2. What type of assessments do RFK teachers give you?

   - study guide
   - projects
   - presenting

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   - yes by just talking to your teachers or counselors about it

2. What makes school interesting and worthwhile to you?

   - sports
   - learning new things
   - have a good a future
   - start thinking about your future.

Crystal Chavez

WASC Student Focus Group

October 3, 2017
Overall:
1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:
1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?
   - We can help each other out
   - want us to succeed

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?
   -

Curriculum:
1. How do teachers communicate lesson/unit objectives and goals?
   - they give you an objective
   - Start learning foster more about it

2. How do teachers integrate interdisciplinary subjects into their lessons?

Destiny Davila   **WASC Student Focus Group**

October 3, 2017

Overall:

1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?
   - work hard

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?
   - Before we get to class they tell us there what we will be doing today.

2. How do teachers integrate interdisciplinary subjects into their lessons?
   - power points
   - English brings history

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?
   - yes   • yes
   - yes
   - yes
   - yes

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

   - yes

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?
   - If we understand or if he or she needs to go over it.
   - we may need to stay after school to understand it more.

2. What type of assessments do RFK teachers give you?
   - packtest
   - pop quiz
   - projects

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   - give us classes to take for college.

2. What makes school interesting and worthwhile to you?
   - learn new things to get to a good college.
   - Sports
   - become someone in life.

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

   We work hard.

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

   Yes,

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

   Actually, some teachers don't because we should already know what to do.

2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   Y / n / y / n /

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   How I tell my teacher know wether or not I understand the class work is either I go after school or when I have lunch.

2. What type of assessments do RFK teachers give you?

   Review of the test.

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

2. What makes school interesting and worthwhile to you?

   Why I come back to school is because I want to acheive my goals like being a lawyer.

WASC Student Focus Group

Overall:

1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   By Rasing my hand and letting the teacher I don't understand or that I'm not learning anything.

2. What type of assessments do RFK teachers give you?

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

2. What makes school interesting and worthwhile to you?

WASC Student Focus Group

October 3, 2017

Overall:
1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?
   Yes. Is a great school.

Governance:
1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?
   * my understanding of RFK's mission is to help students to be success as a community member.
   * My role in helping other students is to be respectful and oe kind if everyone in our community does this it will be a comfortable place where we can learn.

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?
   *

Curriculum:
1. How do teachers communicate lesson/unit objectives and goals?
   Teachers communicate lesson or unit objectives and goals by writting on the board.

2. How do teachers integrate interdisciplinary subjects into their lessons?
   * Teachers make students answer question with complete sentence, this improve English writting skills.

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   Y

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

   Y

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   • I let my teacher know if I understand the classwork by asking. If I do not understand what I suppose code, then I will ask.
   • The teachers use to notice if some students didn't understand the class work.

2. What type of assessments do RFK teachers give you?

   • Quizes
   • Testes
   • Projects
   • Essays

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   • The school facilitates opportunities for me to obtain information about career but only if you want to know. I didn't know what careers can I do after I graduate from high school until my senior year.
   • It will be helpful if more information about post-secondary and career options

2. What makes school interesting and worthwhile to you?

   What make me come to school is the calculus class. I feel like if is the most important class that I have taken before, so it more special all my school days.

WASC Student Focus Group

Overall:
1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:
1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

   It is to help us succeed. My role is to be a role model for people who struggle in certain areas.

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

   Not very clearly.

Curriculum:
1. How do teachers communicate lesson/unit objectives and goals?

   They are in whiteboards, verbally, or in powerpoint slides.

2. How do teachers integrate interdisciplinary subjects into their lessons?

   They bring in other subjects to show their connections. For example, history uses essay which is English.

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   Yes they are clear and if not understandable one just ask about it, and they'll help you.

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

   We do.

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   I raise my hand and say that I do not understand a certain part. The teacher gives us assignments or quizzes to check if we understood it.

2. What type of assessments do RFK teachers give you?

   Quizzes, tests, exams etc.

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   Opportunities are there just are not known.

2. What makes school interesting and worthwhile to you?

   Sports, extracurricular activities, learning is fun, and for the good of my future

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

   the school's greatest strength for me is that the school

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

   I am proud to be a part of Kennedy!

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements? *my understanding would be that RFK's mission is to make students reach their goals with success and maximum potential. RFK envisions that the students shall utilize the materials / tools provided to aim success. The student Learning Outcomes are characteristics that a student should show to fellow students. My role would be someone who'd influence the mouth to do the effective.*

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

   Teachers write their objectives and goals down on the whiteboard. Some teachers have their students take notes of it (and about it)

2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

① → Yes

② Teachers help you if you're struggling: Y.
③ Y   ④ Y   ⑤ Y

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   ▸ They would offer explanations, tools, and things like afterschool tutorials.

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

   → ① Y

   → ② Kiwanis Festival
      College Night

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   I would let my teacher know that I don't understand the classwork (by raising my hand). My teacher would offer his/her best explanations to do the classwork and if it doesn't work out for me, the teacher would offer things that would help me, like after school tutorials.

2. What type of assessments do RFK teachers give you?

   They'd give out practice test, essays, warm-up, projects. They would assess on how we utilize the things the teacher taught us.

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   Yes, we do. The school gives us vast tools - materials and students should be able to utilize it. Our counselors offer things what is best or necessary, if we're going to college. Teachers would offer their insights or opinion for our future.

2. What makes school interesting and worthwhile to you?

   The activities and environment in RFK makes it worthwhile. The environment is friendly and activities (like choir) is interesting. It helps us socialize, interact, and learn new things.

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

   you con always count on your Teachers

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements? *They want to see you achive in life and and school*

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

   Telling us on the projetor

2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty? *Yes*

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork? *I would always ask the teachers if I can come after school to help me with that work.*

2. What type of assessments do RFK teachers give you?

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

2. What makes school interesting and worthwhile to you?

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

    help you achieve your goals

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

    being a role model to other students.

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

    They explain how in the future what you have been learning, with come in hand.

2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty? Y , Y , Y , Y , Y

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

   Y

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   talking to her and if , but when I don't understand the work. She can that she give sgi a of in classwork.

2. What type of assessments do RFK teachers give you?

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   They give out electives, So Yes

2. What makes school interesting and worthwhile to you?

   Sports and opportunities that the School Provide

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

   Helping students succeed.

2. What is the single most important area that Kennedy should work on?

   food and school uniform

3. Are you proud to be associated with Kennedy?

   Yes

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

   Having role models to make u want to succeed.

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals?

   They communicate by having a warm up regarding to the lesson and afterwards they'll have a powerpoint.

2. How do teachers integrate interdisciplinary subjects into their lessons?

   Science integrates math because they involve equations.

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

    Y , Y , Y , Y , Y

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

    Yes, Biology project, English 11, multimedia

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

    When I don't understand a lesson, I ask plenty of questions or stay after class.

2. What type of assessments do RFK teachers give you?

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

    Yes, the school has gave information about careers by taking electives.

2. What makes school interesting and worthwhile to you?

    School is interesting because I want to become someone in life.

WASC Student Focus Group

October 3, 2017

Overall:

1. What are the school's greatest strengths?

2. What is the single most important area that Kennedy should work on?

3. Are you proud to be associated with Kennedy?

Governance:

1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements? *By doing better yourself influences others to strive for greatness*

2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

Curriculum:

1. How do teachers communicate lesson/unit objectives and goals? *They give objectives or goals to look forward to in the day we're working on throughout*

2. How do teachers integrate interdisciplinary subjects into their lessons? *They we history in ELA*

Instruction:
1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   Y , Yes

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Assessment:
1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   My teachers try to teach me by the time I lose it

2. What type of assessments do RFK teachers give you?

Culture:
1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options? Yes they do but you need to look aroun & ask questions

2. What makes school interesting and worthwhile to you?

WASC Student Focus Group

October 3, 2017

Overall:

    1. What are the school's greatest strengths?

    2. What is the single most important area that Kennedy should work on?

    3. Are you proud to be associated with Kennedy?

Governance:

    1. What is your understanding of RFK's mission, its vision statement, and Student Learner Outcomes? What do you see as your role in helping other students to meet the objectives of these statements?

    2. How clearly are board policies and procedures communicated to you? For board policies that you are aware of, how well do you feel that they support RFK's mission, its vision statement, and Student Learner Outcomes?

        Board policies are well communicate throughout

Curriculum:

    1. How do teachers communicate lesson/unit objectives and goals?

    The majority of the teachers have the lesson on the board and will explain how learning a certain topic is going to benefit you.

    2. How do teachers integrate interdisciplinary subjects into their lessons?

Instruction:

1. Are your teachers clear about the content they expect you to learn? What happens if you're having difficulty?

   Y   Y
   Y   N   Y

2. Do you ever do projects or presentations, work in groups, have guest speakers, or take field trips? What are some examples?

Assessment:

1. How do you let your teacher know whether or not you understand the classwork? How does your teacher know whether or not you understand the classwork?

   The teacher knows by

2. What type of assessments do RFK teachers give you?

Culture:

1. Do you feel the school facilitates opportunities for you to obtain information about career and post-secondary options?

   They provide us with college prep classes that give us insight on how to keep a stable life. They inform us about careers

2. What makes school interesting and worthwhile to you?

C. Results of parent/community questionnaire/interviews

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	NA	No Answer	
Parent Perception Survey: Spring 2017								
1. Staff at the school communicate with me about student learning and achievement.								
	120	201	55	23	8	5	4	
2. I understand the school's vision and mission.								
	120	209	36	23	21	4	3	
3. Kennedy promotes college-and-career readiness.								
	150	203	29	11	19	3	2	(multiple response: Strongly Agree & NA)
4. I am given opportunities to be included in the decision making of the school.								
	54	171	77	30	41	10	4	(multiple response: Strongly Agree & Agree)
5. Kennedy provides for career exploration and post-high-school education for all students.								
	123	207	36	12	35	1	2	
6. I have the opportunity to work together with staff in creating and monitoring students' personal learning plans.								
	85	148	79	29	52	21	3	(multiple response: Agree & NA)
7. Kennedy's classes reflect my culture and language.								
	104	182	47	28	47	7	2	(multiple response: Agree & NA)
8. The school's community influences what courses are taught at Kennedy.								
	92	185	41	22	65	9	3	(multiple response: Agree & Disagree Disgree)
9. All students have equal access to a system of personal support services, activities and opportunities at school.								
	152	185	32	16	23	4	4	
10. The school responds quickly to my phone calls or emails.								
	114	186	62	32	12	8	3	(multiple response: Agree & NA)
11. The school provides a safe environment for my student.								
	169	197	22	12	14	1	1	

High School Parent Survey (from Back to School Night – Fall 2017)

1. The school has sufficient standards aligned instructional materials in history, English, mathematics, science, and ELD.

    ☐ Yes

    ☐ No

If no, please note area of deficiency that includes class and room number:

2. The school facility is clean and in good repair.

    ☐ Yes

    ☐ No

If no, please note area of needed repair:

3. My child's teachers are appropriately assigned and fully credentialed in their subject area.

    ☐ Yes

    ☐ No

If no, please note class or subject of deficiency:

4. The school has implemented the academic content standards for all students, including English Language Learners, students with disabilities and those who are gifted.

    ☐ Yes

    ☐ No

If no, please note area of deficiency:

5. The school involves parents in providing input in making decisions for the school/district.

    ☐ Yes

    ☐ No

If no, please note area of growth:

6. The school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.

    ☐ Yes

    ☐ No

Recommendations are welcomed:

7. The school/district provides a high quality education for students and prepares students for college or career pathways.

☐Yes

☐No

Comment::

8. The district/school effectively addresses attendance, dropout, and graduation.

☐Yes

☐No

If no, please note area of growth:

9. The school provides alternatives to suspension for minor offenses such as disruption or defiance.

☐Yes

☐No

If no, please note area of deficiency:

10. Students feel safe while at school and parents and students feel connected to school.

☐Yes

☐No

If no, please indicate why students do not feel safe:

11. My child has access to all courses

☐Yes

☐No

If no, please note area of deficiency:

Parent Survey: Back to School Night Fall 2017

English					Spanish				
Question	Yes	No	Blank	Comments	Question	Yes	No	Blank	Comments
1	87		1	1	1	118	1	2	
2	86	3		4	2	117	3		2
3	87	1	1	2	3	116	4	1	
4	89				4	118	4		
5	86	2	1	1	5	112	8	5	1
6	85	3	1	2	6	108	3	11	1
7	84	1	4	2	7	106	2	12	
8	86		3		8	108	3	14	1
9	93	1	7		9	105	2	12	2
10	83	3	3	1	10	112	3	9	
11	83	3	3	2	11	111	2	9	1

English Comments

Question 2: RFK Campus always looks fantastic

Question 2: Bathrooms should be checked daily

Question 2: Desks need to be cleaned

Question 2: Cafeteria bathroom is dirty & also the cafeteria

Question 3: They do not let us know about the teachers credentials

Question 3: ? I hope so PIP STSP Intern Prelim clear

Question 5: Not much involvement

Question 6: Move notices for parents involving our kids to increase their credits more involvements they can particate in.

Question 6: Receive notices late

Question 7: Not enough career pathways available

Question 7: Good school

Question 10: Bullies

Question 10: Some bulling when teachers or staff are not around

Question 11: Nursing or vocational training

Question 11: Although my child has access to all cources available there aren't enough pathway courses

Spanish Comments

Question 2: Necesitan trabajar mas en la limpieza de los salones

Question:2 Ocupan trabajar un poco mas en ello

Question 5: No se de ninguna reunion donde pidan opiniones de padres.

Question 6: Llamadas por telefono o textos serian buenos

Question 8: Los ninos que andan bajo nomas los reprueban

Question 11: Y me gustaria saber que los estudiantes tengan libros nuevos y que fuera mas actualizado el sistema de computacion

D. The most recent California Healthy Kids Survey

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	–	56	49	26	A4.4
Academic motivation (high)	–	43	38	34	A4.4
Truant more than a few times[†]	–	6	6	11	A4.2
Caring adult relationships (high)	–	34	32	16	A4.4
High expectations (high)	–	49	48	18	A4.4
Meaningful participation (high)	–	19	12	2	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	–	71	65	51	A5.1
Experienced any harassment or bullying[†]	–	23	29	27	A5.4
Had mean rumors or lies spread about you[†]	–	25	38	35	A5.2
Been afraid of being beaten up[†]	–	9	11	21	A5.3
Been in a physical fight[†]	–	8	8	28	A5.3
Seen a weapon on campus[†]	–	10	7	28	A5.6
Been drunk or "high" on drugs at school, ever	–	4	7	33	A6.9
Mental and Physical Health					
Current alcohol or drug use[‡]	–	18	27	51	A6.4
Current binge drinking[‡]	–	5	8	26	A6.5
Very drunk or "high" 7 or more times	–	4	8	37	A6.6
Current cigarette smoking[‡]	–	2	3	13	A7.3
Experienced chronic sadness/hopelessness[†]	–	26	31	32	A8.4
Considered suicide[†]	na	10	14	23	A8.5

Notes: Cells are empty if there are less than 25 respondents.
[†]*Past 12 months;* [‡]*Past 30 days; na—Not asked of middle school students.*

Full Report:
http://surveydata.wested.org/resources/Delano_Joint_Union_High_1516_Sec_CHKS.pdf

E. Master Schedule

Robert F. Kennedy High School
1st Semester Master Schedule
2017-2018

Teacher	Rm	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
English/ELD									
Alcantar, Vanessa	204		Career Writing	Career Writing	Career Writing	Car Life Ed BC	Car Life Ed BC	Eng 9 CP/CP-S	
Barnuelos, Natalie	210		Car Life Ed BC	Car Life Ed BC	Car Life Ed BC	Career Writing	Career Writing	Eng 9 CP/CP-S	
Cipriano, Sara	608		LSA Coordinator	LSA Coordinator	LSA Coordinator	LSA Coordinator	LSA Coordinator	Expository Comp	
Delgado, Alex	203		Writing Support 11-12	Writing Support 11-12	Eng-Lit AP	Eng 11 CP/CP-S	Eng 11 CP/CP-S	Eng 11 CP/CP-S	
Folger, Tatyana	211		ELD Emerg CVS / ELD Exp CVS	ELD Emerg Gr/Wr / ELD Exp Gr/Wr	ELD Emerg Rdng / ELD Exp Rdng	ELD Bridg Gr/Wr	ELD Bridg CVS	ELD Bridg Rdng	
McQuilliams, Shawn	209		Eng 10 CP/CP-S	Eng 11 CP/CP-S	Eng 11 CP	Eng 11 CP/CP-S	Eng 10 CP/CP-S	Eng 10 CP	
Ramos, Juana	201		Eng 9 CP/CP-S	Eng 10 CP/CP-S	Eng 9 Pre-AP	Eng 9 CP/CP-S	Eng I CP	Eng 9 Pre-AP	
Roberts, Elizabeth	206			Eng 9 CP/CP-S	Eng 9 CP/CP-S	Eng 9 CP/CP-S	Eng 9 CP/CP-S	Eng 9 CP/CP-S	
Sepsey, James	205		Eng 10 CP/CP-S/Gen	Eng 9 CP	Eng 10 CP/CP-S	Eng 10 CP/CP-S	Eng 9 CP	Eng 10 Pre-AP	
Stevens, Gloria	202		Eng 12 Gen/Gen-S	ERWC	ERWC	ERWC	ERWC	ERWC	
Veiss, Corina	208		Eng 11 CP/CP-S	Eng 11 CP/CP-S	Eng 11 CP/CP-S	Eng-Lang AP	Eng 11 CP/CP-S	Eng-Lang AP	
Foreign Language									
Cruz, Nancy	110		Span Ins-Lang AP	Span Ins-Lang AP	Span Ins-Lang AP	Spanish II CP		Spanish II CP	
Escudero, Antonio	112		Spanish IIS CP	Span Ins-Lit AP	Spanish IIS CP	Spanish IIS CP	Spanish IIS CP	Elem Spanish I	
Garcia, Leonedes	108		Spanish 1 CP	Spanish 1 CP	Spanish 1 CP				
Bonilla, Noemi	114		Spanish IS CP	Spanish IS CP	Spanish II CP		Spanish IS CP	Spanish I CP	
Mathematics									
Alvarado, Joaquin	310		Pre-Calculus	Pre-Calculus	Adv Algebra I	Pre-Calculus	Pre-Calculus	Adv Algebra I	
Booc, Mardelano	313		Adv Algebra I	Algebra II CP		Application Math A Is	Algebra II CP	Adv Algebra I	
Corrales, Vicente	306		Algebra I CP-S	Alg I-A CP-S	Consumer Math-S	Alg I-A CP-S	Geometry CP	Algebra I CP-S	
Gonzalez, Adalia	311		Geometry CP	Geometry CP	Geometry CP		Geometry CP	Algebra II CP	
Montoya, Daniel	308		Geometry CP	Alg II Pre-AP	Algebra II	Algebra II	Alg II Pre-AP	Geometry CP	
Moreno, Ernesto	303		Calculus AB AP	Geometry Pre-AP	Geometry Pre-AP	Geometry CP	Calculus AB AP	Geometry CP	
Torres, Erica	312			Algebra I CP-S	Algebra I CP-S	Algebra I CP-S	Algebra I CP-S	Algebra I CP-S	
Trzaska, James	305			Pre-Algebra A Hs-S	Math Support	Pre-Algebra A Hs-S	Math Support		
Wisheropp, Wendy	309		Algebra II CP	Statistics AP	Statistics AP	Algebra II CP	Algebra II CP	Algebra II CP	
Science									
Ali, Abdullah	405		Chemistry Hrs	AP Physics 1	Chemistry CP	Chemistry Hrs	Chemistry CP	AP Physics 1	
Ali, Ali M.	412		Ed Theory	Ed Theory	Engineering Tech I/II		Engineering Tech I/II	Lab Biology CP	
Grounds, Stacey	401		Chemistry CP	Chemistry CP	Chemistry CP	Chemistry CP	Chemistry CP		
Lemons, Matthew	403			Phys Sci Hs-S	Lab Biology CP	Lab Biology CP	Lab Biology CP	Lab Biology CP	

Teacher	Rm	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Nunez, Mayra	410		Lab Biology CP	Lab Biology CP	AP Biology	AP Biology	Lab Biology CP	Lab Biology CP	
Tam, Charles	408		Health Careers	Health Careers	Med Terms Hca/BC	Med Terms Hca/BC	Chemistry CP	At DHS	
Social Science									
Barragan, Andrew	105		Civics CP	Civics CP	Civics CP	US Gov-Pol AP		Civics Hs-S	
Booc, Mark	113	8th Graders	Civics MT Co Mock Trial I II III	World Hist/Geo CP	World Hist/Geo CP		World Hist/Geo Pre-AP	World Hist/Geo CP	
Chavez, Kendyl	109		World Hist/Geo CP		World Hist/Geo CP	World Hist/Geo CP	World Hist/Geo CP	World Hist/Geo CP	
Pedraza, Gerardo	111		Psychology CP	Psychology CP	US History CP	US History CP	US History CP	US History CP	
Staples, Shade	103		US History CP	Economics CP	US History CP	Economics CP	US History Hs-S	Economics CP	
Tincher, Chris "Cal"	Modl		US History CP	US History CP	US History	Eng 10 Gen-S	Math Support	US History CP	
Business Ed/Art/State Requirements									
Coronado, Ronnie	611	8th Graders	Video Production	Technology Lit	Computer Lit	Computer Lit	Computer Lit	Computer Lit	
Villalobos, Angel	609	8th Graders	Computer Lit	Technology Lit	Computer Lit	Multimedia I	Multimedia I		
Ericsson, Stacey	501		Art Apprec./Drawing I		Art Apprec./Drawing I	Art Apprec./Drawing I	Art Apprec./Drawing I	Art Apprec./Drawing I	
Arthur, Steven	301		Health		Health	Health	Health	Health	
Physical Education									
Maxedon, Brian	Gym		CoEd PE 9		CoEd PE 9	CoEd PE 9	CoEd PE 9	CoEd PE 9	
Quintanar, Luis	Gym	Wt Training	Wt Training/Condit Coed	Wt Training/Condit Coed	Wt Training/Condit Coed/ Coed PE 9		Wt Training/Condit Coed		
Salinas, Roxanne	Gym		Coed PE 10-12	Coed PE 9	Coed PE 10-12	Coed PE 10-12	Coed PE 9	Coed PE 10-12	
Intervention/Industrial Arts									
Moody, Dennis	606			Intervention	Intervention	Intervention	Intervention	Intervention	Sport Skills
Andersen, Jens	505		Building Skills I/II	Building Skills I/II	Arch/Tech Drafting	Building Skills I/II	Building Skills I/II	Building Skills I/II	
Reichert, Jacob	509		Welding	Welding	Metal Manufacture		Welding	Welding	
Special Education									
Anfoso, Chris	605		PAVE 1-A	PAVE 1-A	PAVE 1-A	PAVE 1-A	PAVE 1-A	Credit Recovery	
Sanchez, Miguel	607		PAVE 1-A	PAVE 1-A		PAVE 1-A	PAVE 1-A	PAVE 1-A	
Buchanan, Angelica	408		Resource Room	Co-Teaching	Silk Screen	Co-Teaching	Co-Teaching	Yearbook	
Farinas, Breanne	314			Co-Teaching	Co-Teaching	Resource Room	Co-Teaching	Resource Room	
Rafil, Debra	314		Co-Teaching		Co-Teaching	Resource Room	Resource Room	Co-Teaching	
Villegas, Amparo	314		Co-Teaching	Resource Room	Resource Room	Co-Teaching	Co-Teaching		
Fragoso, Jacob	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	
Lucas, Heidi	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	
Wood, Lynne	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	
Band/ASB									
Booc, Marlex	Band	Varsity Band	Varsity Band Color guard	Adv. Choir	Beg. Choir Choir	Beg. Band Jazz Band	Music Appreciation		
Medina, Antonio	ASB/ Gym	Wt Training	Intervention	CoEd PE 9		ASB Director	ASB Director	Leadership	

Villegas

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Stevens	Stevens	Stevens	Stevens	Stevens
Period 2	Resoruce Center	Resource Center	Resource Center	Resource Center	Resource Center
Period 3	Resoruce Center	Resource Center	Resource Center	Resource Center	Resource Center
Period 4	Corrales	Corrales	Corrales	Corrales	Corrales
Period 5	Veiss	Veiss	Veiss	Veiss	Veiss
Period 6	Prep	Prep	Prep	Prep	Prep

Buchanan

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Resource Center	Resource Center	Resource Center	Resource Center	Resource Center
Period 2	Roberts	Alcantar	Roberts	Alcantar	Roberts
Period 3	Silk Screen	Silk Screen	Silk Screen	Silk Screen	Silk Screen
Period 4	Banuelos	Banuelos	Banuelos	Banuelos	Banuelos
Period 5	Roberts	Roberts	Roberts	Roberts	Roberts
Period 6	Yearbook	Yearbook	Yearbook	Yearbook	Yearbook

Rafal

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Veiss	Veiss	Veiss	Veiss	Veiss
Period 2	Prep	Prep	Prep	Prep	Prep
Period 3	Corrales	Corrales	Corrales	Corrales	Corrales
Period 4	Resource Center	Resource Center	Resource Center	Resource Center	Resource Center
Period 5	Resource Center	Resource Center	Resource Center	Resource Center	Resource Center
Period 6	Alvarado	Alvarado	Alvarado	Alvarado	Alvarado

Farinas

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Prep	Prep	Prep	Prep	Prep
Period 2	Corrales	Corrales	Corrales	Corrales	Corrales
Period 3	Sepsey	Sepsey	Sepsey	Sepsey	Sepsey
Period 4	Resource Center	Resource Center	Resource Center	Resource Center	Resource Center
Period 5	McQuilliams	McQuilliams	McQuilliams	McQuilliams	McQuilliams
Period 6	Resource Center	Resource Center	Resource Center	Resource Center	Resource Center

Rodriquez

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	McQuillams	McQuilliams	McQuilliams	McQuilliams	McQuilliams
Period 2	Trzaska	Trzaska	Trzaska	Trzaska	Trzaska
Period 3	Resource Center	Resource Center	Resource Center	Resource Center	Resource Center

Period 4	Booc-Math	Booc-Math	Booc-Math	Booc-Math	Booc-Math
Period 5	Staples	Staples	Staples	Staples	Staples
Period 6	Resource Center	Resource Center	Resource Center	Resource Center	Resource Center

Vidal

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
Period 3					
Period 4	Resource Center	Resource Center	Resource Center	Resource Center	Resource Center
Period 5	Lemons	Lemons	Lemons	Lemons	Lemons
Period 6	Chavez	Chavez	Chavez	Chavez	Chavez

F. Approved AP course list:

AP Course Ledger
Authorized Courses

Robert F Kennedy High School
1401 Hiett Avenue
Delano, CA 93215
(visit website)

Return to search results

	2014-15	2015-16	2016-17	2017-18
Biology	1	1	1	1
Calculus AB	1	1	1	1
English Language and Composition	1	1	1	--
English Literature and Composition	1	1	1	1
Macroeconomics	1	1	1	1
Physics 1	1	1	1	1
Physics B	--	--	--	--
Physics C: Mechanics	--	--	--	--
Spanish Language and Culture *	1	1	1	1
Spanish Literature and Culture *	1	1	1	1
Statistics	--	--	1	1
U.S. Government and Politics	1	1	1	1
United States History	1	1	1	--

* **English Language and Composition** has a new instructor who is working on a new syllabus to submit for approval.

* **United States History** is not being offered for 2017-18 due to insufficient demand for the course because of dual-enrollment offerings.

G. UC a–g approved course list: https://doorways.ucop.edu/list/app/home/

Course list for 2017-18

Updated as of Jul 26th, 2017

| < | 2014-15 | 2015-16 | 2016-17 | ✔ 2017-18 |

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures or historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Government and Politics United States *Adopted from: The College Board Advanced Placement Program* Civics / American Government	AP Gov-Pol US	⭐ UC Honors 📘 Classroom-based 📅 Half Year
AP United States History *Adopted from: The College Board Advanced Placement Program* U.S. History	AP US Hist US History AP	⭐ UC Honors 📘 Classroom-based 📅 Full Year
Civics (CP) Civics / American Government	Civics CP Civics CP-Sheltered Civics MT Civics MT CP	📘 Classroom-based 📅 Half Year
U.S. History (CP) U.S. History	US History CP US History CP-Sheltered	📘 Classroom-based 📅 Full Year
World History/Geography (H) World History / Cultures / Historical Geography	World History/Geography Pre-AP Wrld Hist/Geog Hnrs	📘 Classroom-based 📅 Full Year
World History-Geography (CP) World History / Cultures / Historical Geography	Wrld Hist/Geog CP Wrld Hist/Geog CP-S	📘 Classroom-based 📅 Full Year

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP English Language and Composition *Adopted from: The College Board Advanced Placement Program* English	AP Engl Lang Eng-Lang AP English 11 AP	⭐ UC Honors 📖 Classroom-based 📅 Full Year
AP English Literature and Composition *Adopted from: The College Board Advanced Placement Program* English	English 12 AP Eng-Lit AP	⭐ UC Honors 📖 Classroom-based 📅 Full Year
CSU Expository Reading and Writing *Adopted from: California State University (CSU) Early Assessment Program (EAP)* English	ERWC (EAP) ERWC (EAP) Eng 12 CP Expo. Reading and Writing	📖 Classroom-based 📅 Full Year
ELD Bridg C/V/S English as a Second Language (ESL) / English Language Development (ELD)	ELD Bridg C/V/S ELD Bridg CVS	📖 Classroom-based 📅 Full Year
English 10 (CP) English	English 10 (CP) English 10 CP English 10 CP-S English 10 CP-Sheltered	📖 Classroom-based 📅 Full Year
English 10 (H) English	English 10 Hnrs English 10 Pre-Ap	📖 Classroom-based 📅 Full Year
English 10 CP English	English 10 CP English 10 CP-S	📖 Classroom-based 📅 Full Year
English 11 (CP) English	English 11 (CP) English 11 CP English 11 CP-S	📖 Classroom-based 📅 Full Year
English 11 CP English	Eng 11 CP-S English 11 CP	📖 Classroom-based 📅 Full Year
English 12 (CP) English	Eng 12 CP-S English 12 CP English 12 CP-Sheltered	📖 Classroom-based 📅 Full Year
English 9 (CP) English	Eng 9 CP Eng 9 CP-S Eng I CP (10-12)	📖 Classroom-based 📅 Full Year
English 9 (H) English	English 9 Hnrs	📖 Classroom-based 📅 Full Year
English 9CP English	English 9 CP English 9 Pre-AP	📖 Classroom-based 📅 Full Year

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Algebra I Algebra I	Adv Algebra I	🔲 Classroom-based 📅 Full Year
Algebra I (CP) Algebra I	Algebra I CP Algebra I CP-S Algebra I-A CP Algebra I-A CP (10) Algebra I-A CP-S (10) Algebra I-B CP Algebra I-B CP-S Algebra I-B CP-S (10)	🔲 Classroom-based 📅 Full Year
Algebra I (H) Algebra I	(H) Algebra I Hnrs Algebra 1 Pre-AP	🔲 Classroom-based 📅 Full Year
Algebra II (CP) Algebra II	Algebra II CP Algebra II CP (10) Algebra II CP-S Algebra II CP-Sheltered	🔲 Classroom-based 📅 Full Year
Algebra II (H) Algebra II	(H) Algebra II Hnrs Algebra II Hnrs (10) Algebra II Pre-AP	🔲 Classroom-based 📅 Full Year
AP Calculus AB *Adopted from: The College Board Advanced Placement Program* Calculus	Calculus AB AP Calculus AP	⭐ UC Honors 🔲 Classroom-based 📅 Full Year
AP Statistics *Adopted from: The College Board Advanced Placement Program* Statistics	AP Statistics	⭐ UC Honors 🔲 Classroom-based 📅 Full Year
Geometry (CP) Geometry	Geometry CP Geometry CP-S (10)	🔲 Classroom-based 📅 Full Year
Geometry (H) Geometry	Geometry Hnrs Geometry Pre-AP	🔲 Classroom-based 📅 Full Year
Pre-Calculus (CP) Advanced Mathematics	Pre-Calculus CP	🔲 Classroom-based 📅 Full Year
Pre-Calculus Hnrs Advanced Mathematics	Pre-Calculus	🔲 Classroom-based 📅 Full Year

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, **or** integrated, **or** earth and space science course can meet one year of this requirement.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Biology Biology / Life Sciences	Adv Bio Pre-AP Adv Biology CP	📄 Classroom-based 📅 Full Year
AP Biology *Adopted from: The College Board Advanced Placement Program* Biology / Life Sciences	AP Bio AP Biology	⭐ UC Honors 📄 Classroom-based 📅 Full Year
AP Physics 1 *Adopted from: The College Board Advanced Placement Program* Physics	AP Phys 1 AP Phys-Mech	⭐ UC Honors 📄 Classroom-based 📅 Full Year
Chemistry (CP) Chemistry	Chemistry CP Chemistry CP-S	📄 Classroom-based 📅 Full Year
Chemistry (H) Chemistry	(H) Chemistry Hnrs Chemistry Hnrs	⭐ UC Honors 📄 Classroom-based 📅 Full Year
Lab Biology (H) Biology / Life Sciences	(H) Lab Bio Hnrs Lab Bio HCA Hnrs Lab Bio Pre-AP Lab Biology CP Lab Biology CP-S	📄 Classroom-based 📅 Full Year
Physics (CP) Physics	Physics CP Physics CP-S	📄 Classroom-based 📅 Full Year

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended). LOTE levels are defined by the number of years of high school instruction; e.g. LOTE 1= 1 yr.; LOTE 2 = 2 years, etc.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Spanish Language and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	AP Span Lang Span IIIS -Lang AP Span Lang Ap	⭐ UC Honors 📄 Classroom-based 📅 Full Year
AP Spanish Literature and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	Span IV-Lit AP Span Lit Ap	⭐ UC Honors 📄 Classroom-based 📅 Full Year
Spanish I CP LOTE Level 1	Spanish I CP	📄 Classroom-based 📅 Full Year
Spanish II CP LOTE Level 2	Spanish II CP	📄 Classroom-based 📅 Full Year
Spanish III CP LOTE Level 3	Spanish III CP	📄 Classroom-based 📅 Full Year
Spanish IIS LOTE Level 3	Spanish II Pre-AP Spanish IIS Spanish IIS CP Spanish IIS-CP	📄 Classroom-based 📅 Full Year
Spanish IS LOTE Level 2	Spanish I Pre-AP Spanish IS Spanish IS CP Spanish IS-CP	📄 Classroom-based 📅 Full Year

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts). Two one-semester courses from the same discipline is also acceptable.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advance Web Design Visual Arts	Web Design (Adv)	🗎 Classroom-based 🗓 Half Year
Advanced Art Visual Arts	Advanced Art Advanced Art IS	🗎 Classroom-based 🗓 Full Year
Advanced Choir Music	Advanced Choir	🗎 Classroom-based 🗓 Full Year
Art Appreciation Visual Arts	Art Appreciation	🗎 Classroom-based 🗓 Full Year
Beginning/Intermediate Choir Music	Choir	🗎 Classroom-based 🗓 Full Year
Drawing & Painting I Visual Arts	Drawing I	🗎 Classroom-based 🗓 Full Year
Drawing & Painting II Visual Arts	Drawing II	🗎 Classroom-based 🗓 Full Year
Music Appreciation Music	Music Appreciation	🗎 Classroom-based 🗓 Full Year
Varsity Band Music	Band Jazz Band Var Band Varisty Band (H) Varsity Band Varsity Band I Varsity Band II Varsity Band III Varsity Band IV Varsity Band/Percussion	🗎 Classroom-based 🗓 Full Year
Video Production Visual Arts	Video Production	🗎 Classroom-based 🗓 Full Year
Web Design Visual Arts	Web Design	🗎 Classroom-based 🗓 Half Year

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Macroeconomics *Adopted from: The College Board Advanced Placement Program* History / Social Science	ECON (MACRO) AP	⭐ UC Honors 🗄 Classroom-based 📅 Half Year
Applied Mathematics Mathematics	APMATH	🗄 Classroom-based 📅 Full Year
Civics History / Social Science	Civics MT CP	🗄 Classroom-based 📅 Half Year
College and Career Readiness Interdisciplinary	Col Career Rdns	🗄 Classroom-based 📅 Half Year
Economics (CP) History / Social Science	Economics CP Economics CP-S Economics MT Economics MT CP	🗄 Classroom-based 📅 Half Year
Engineering Technology 1 Interdisciplinary	Engineering Tech 1	🗄 Classroom-based 📅 Full Year
Engineering Technology 2 Interdisciplinary	Engineering Technology II	🗄 Classroom-based 📅 Full Year
Foods and Nutrition Interdisciplinary	Foods/Nutri Blk	🗄 Classroom-based 📅 Full Year
Integrated Science Laboratory Science – Integrated Science	Integrated Science CP	🗄 Classroom-based 📅 Full Year
Physical Science Laboratory Science – Physical Sciences	Physical Science	🗄 Classroom-based 📅 Full Year
Psychology (CP) History / Social Science	Psychology CP	🗄 Classroom-based 📅 Half Year
Publication and Design Interdisciplinary	Publication Design	🗄 Classroom-based 📅 Full Year
Sociology (CP) History / Social Science	Sociology CP	🗄 Classroom-based 📅 Half Year
Speech & Debate I English	Speech/Debate I	🗄 Classroom-based 📅 Full Year
Speech and Debate II English	Speech/Debate II	🗄 Classroom-based 📅 Full Year

H. Additional details of school programs

Robert F. Kennedy High School
Delano Joint Union High School District
CAREER TECHNICAL EDUCATION (CTE) PATHWAYS

COUNSELORS

Martha Ramirez 661.720.5106

Katie Carver 661. 720.4182

Natalie Fragoso 661.720.5114

Leonedes Garcia 661.720.5115

COUNSELING SECRETARY

Anabel Jasso 661.720.5111

Performing Arts (112B)

Sector:
Arts, Media, and Entertainment

Sequence of Courses
◊ Music Appreciation
◊ Advanced Choir

Sequence of Courses
◊ Music Appreciation
◊ Jazz Band

Sequence of Courses
◊ Choir
◊ Advanced Choir

Sequence of Courses
◊ Beginning Band
◊ Varsity Band

Sequence of Courses
◊ Beginning Band
◊ Jazz Band

Education Pathway (132)

Sector:
Education, Child Development , and Family Service

Sequence of Courses
◊ Education Theory
◊ Education Practice

Engineering Technology Pathway (153)

Sector:
Engineering and Architecture

Sequence of Courses
◊ Engineering Tech I
◊ Engineering Tech II

Software and Systems Development Pathway (174)

Sector:
Information and Communication Technologies

Sequence of Courses
◊ Multimedia I
◊ Multimedia II

Business Management Pathway (182)

Sector:
Business and Finance

Sequence of Courses
◊ Business Management I
◊ Business Management II

Residential and Commercial Construction Pathway (123)

Sector:
Building and Construction Trades

Sequence of Courses
◊ Building Skill I
◊ Building Skills II

Architectural Design Pathway (150)

Sector:
Engineering and Architecture

Sequence of Courses
◊ Tech Drafting
◊ Arch Drafting

Welding and Materials Joining Pathway (213)

Sector:
Manufacturing and Product Development

Sequence of Courses
◊ Welding I
◊ Welding II
◊ Welding III

Patient Care Pathway(198)

Sector:
Health Science and Medical Technology
Sequence of Courses

Front Office
Medical Assisting I
Medical Assisting II

Back Office
Medical Assisting I
Medical Assisting III

Legal Practice (231)

Sector:
Public Service
Sequence of Courses
◊ Mock Trial I
◊ Mock Trial II

DELANO JOINT UNION HIGH SCHOOL DISTRICT
2017/2018 CTE PATHWAYS
UPDATED 10/11/17

PERFORMING ARTS (CCHS/DHS/RFK)

Industry Sector: Arts, Media, and Entertainment				
Pathway	**Sequence of Courses**	**CID**	**CALPADS**	**Level**
112B	Music Appreciation	236	7234	2
112B	Advanced Choir	240	7235	3
112B	Chamber Adv Choir	235A	7235	3
112B	Jazz Band	233	7235	3
Pathway	**Sequence of Courses**			**LEVEL**
112B	Choir	235	7234	2
112B	Advanced Choir	240	7235	3
112B	Chamber Adv Choir	235A	7235	3
Pathway	**Sequence of Courses**			**LEVEL**
112B	Beginning Band	227	7234	2
112B	Varsity Band	229	7235	3
112B	Jazz Band	233	7235	3

Professional Music (Sub-Pathway 112B)

7234 Intermediate Musical Performance (Concentrator)

This course will build on foundational music theory and technical knowledge to prepare students for specific career paths in music creation, performance, or production. Students will refine skills and competencies in their particular pathway of the professional music industry. Students will explore the career options and opportunities in their particular career path.

7235 Advanced Professional Music (Capstone)

This course will build on music theory and technical knowledge to prepare students for specific career paths in music creation, arrangement, and production. Students will explore music as an interpretive form of artistic expression and as a practical communications tool. Students will be trained to compose and appreciate music in a variety of genre. The historical and cultural context of composition will also be examined. The psychological impact on audience and market will be evaluated to maximize the effectiveness of a composition or arrangement. Students will explore the spectrum of career options ranging from artistic communication to entertainment to marketing and identify the effective use of musical composition in each pathway.

PATHWAY: RESIDENTIAL AND COMMERCIAL CONSTRUCTION (CC/DHS/RFK)

Industry Sector: Building & Construction Trades				
Pathway	Sequence of Courses	CID	CALPADS	Level
123	Building & Construction I (Intro to Building)	332F	7341	2
123	Building & Construction II	332AF	7342	3
123	Construction I	7341	7341	2
123	Construction II	7342	7342	3
123	Carpentry	7343	7342	3

7341 Intermediate Residential and Commercial Construction (Concentrator)

This course will build on foundational skills attained in the introductory course(s). Students will learn the impact of financial, technical, environmental, and labor trends on the construction industry. They will gain competence in mathematical calculations that are used in the trades, and interpret technical drawings and schedules. The course will cover techniques for proper site preparation and foundation layout. Students will gain competence in carpentry skills that prepare them to lay out, fabricate, erect, install and repair wooden structures and fixtures. Topics covered may also be: framing, installing drywall and interior/exterior finishes, building walls and partitions, and installing roof systems, floors and floor coverings, and electrical wiring. Students will learn to integrate and employ sustainable construction practices, and may develop skills that prepare them for a Class B California License.

7342 Advanced Residential and Commercial Construction (Capstone)

This course allows students to demonstrate mastery in skills attained in concentrator courses. Students will apply appropriate mathematical calculations, interpret technical drawings, and demonstrate techniques for proper site preparation and foundation layout. They will demonstrate carpentry techniques for the construction of a single-family residence, proper installation techniques of internal and external materials and finishes, employ sustainable construction practices, and install plumbing and electrical systems that adhere to industry standards. Students may be prepared for a Class B California License.

PATHWAY: EDUCATION (CC/DHS/RFK)

Industry Sector: Education, Child Development, and Family Services				
Pathway	Sequence of Courses	CID	CALPADS	Level
132	Education Theory	9062F	7530	2
132	Education Practice	9063F	7531	3

7530 Intermediate Education (Concentrator)

This concentration course prepares students for professional or learning support positions in education, prekindergarten through grade twelve. Students study human development; standards, regulations, and codes; positive guidance and counseling techniques; age-appropriate and grade appropriate learning strategies; learning theories; and standards-based curriculum and instructional design.

7531 Advanced Education (Capstone)

This capstone course builds on concentration course content and is the final course taken in the Education pathway sequence. Students are prepared for a career or further postsecondary training. Students can apply and practice their knowledge and skills at a variety of elementary and secondary education sites.

PATHWAY: ENGINEERING DESIGN (CC/DHS/RFK)

Industry Sector: Engineering & Archetecture			CID	CALPADS	Level
Pathway	Sequence of Courses		CID	CALPADS	Level
150	Technical Drafting		315F	7710	2
150	Architectural Drafting		316F	7711	3

Architectural Design (Pathway 150)
7710 Intermediate Architectural Design (Concentrator)

This concentrator course builds upon the Engineering and Architecture introduction course and provides students with additional concepts and experiences required for career readiness and pursuing further education in Architectural Design career pathway, which precedes this pathway's capstone course. This concentrator course leads to the capstone course in the Architectural Design pathway's sequence of courses.

7711 Advanced Architectural Design (Capstone)

This capstone course further builds upon the Engineering and Architecture introduction course, and is the final course taken. This career technical education capstone course provides content, skill development and leadership training which prepare students for the world of work and to pursue further education such as industry certifications and a postsecondary degree.

PATHWAY: ENGINEERING TECHNOLOGY (RFK) – INDUSTRIAL AUTOMATION (BC)

Industry Sector: Engineering Design					
Pathway	Sequence of Courses		CID	CALPADS	Level
153	Engineering Tech I		330	7720	2
153	Engineering Tech II		331	7721	3

7720 Intermediate Engineering Technology (Concentrator)

This concentrator course builds upon the Engineering and Architecture introduction course and provides students with additional concepts and experiences required for career readiness and pursuing further education in Engineering Technology career pathway, which precedes this pathway's capstone course. This concentrator course leads to the capstone course in the Engineering Technology pathway's sequence of courses.

7721 Advanced Engineering Technology (Capstone)

This capstone course further builds upon the Engineering and Architecture introduction course,

multiple pathway concentrator courses, and is the final course taken which prepares students to work and pursue further education in multiple career pathways. This career technical education capstone course provides content, skill development and leadership training which prepare students for the world of work and to pursue further education such as industry certifications and a postsecondary degree.

PATHWAY: SOFTWARE AND SYSTEMS DEVELOPMENT (CC/DHS/RFK)

Industry Sector: Information and Communication Technologies				
Pathway	Sequence of Courses	CID	CALPADS	Level
174B	Multimedia I	256F	8134	2
174B	Multimedia II		8135	3

8134 Intermediate Web and Social Media Programming and Design (Concentrator)

This course allows students to work on various projects such as Web-based businesses, eportfolios, and mobile apps. Students will learn to create multimedia productions and presentations, implement standard graphical programming techniques for object movement, create graphical user interfaces, and apply graphic design principles and visual communication techniques. Other topics include capturing images by developing camera skills and making choices lenses, depth, motion and lighting, developing digitally generated and enhanced media, modeling, simulation, animation and image retouching.

8135 Advanced Web and Social Media Programming and Design (Capstone)

This course allows students to produce multimedia projects from concept (content gathering/research) to project completion (authoring/transmission) taking into account media that would be used by enterprises or mobile apps for marketing, corporate communication, and public use. As part of these projects students produce professional-level media, images, documents, audio, and video clips and software. Some projects might include Artificial Intelligence methods and behaviors to create web robots (bots) such as chat bots, etc.

PATHWAY: BUSINESS MANAGEMENT (CC/DHS/RFK)

Industry Sector: Business and Finance				
Pathway	Sequence of Courses	CID	CALPADS	Level
182	Business Management I		7410	2
182	Business Management II		7412	3

7410 Intermediate Business Management Technologies (Concentrator)

This course provides an in-depth, hands-on introduction to business technologies used for business communication. Topics include communication through digital documents, presentations, data computation and presentation, as well as how to represent themselves through digital media to society. This course applies the principles of ethical and effective communication in the creation of business letters, memos, emails, as well as written and oral reports for a variety of business situations. Concepts taught in this course will satisfy local computer literacy requirements and prepares individuals to create business correspondence, reports, publications, and forms by using

computer operating systems; word processing; database, spreadsheet, and desktop publishing software; hardware and peripherals. Related topics in this course include human relationships and effective communication, issue analysis, decision-making and problem-solving, leadership qualities and styles, and ensuring successful teamwork.

7412 Advanced Business Management Enterprise and Project Management (Capstone)

This course prepares students to perform marketing and management functions and tasks associated with starting, owning, and operating a business. Students learn the principles and methods of organizing a business firm and for combining resources to produce goods and services, taking account of costs, profits, and the nature and extent of competition in markets. This course describes management functions and project management skills, project life cycle and project triangle as they are used to accomplish organizational goals. Program content addresses organizational theory; human resource development; management principles and styles; policy and strategy formation; production and operations management, planning and development; and economic theory and practice. Students are provided work-based learning opportunities and opportunities to obtain industry certification to demonstrate their mastery of career-ready skills.

PATHWAY: PATIENT CARE (CC/DHS/RFK)

Industry Sector: Health Science and Medical Technology					
Pathway	Sequence of Courses	CID	CALPADS	Level
198	Intro to Health Careers (450C-RFK/CC)	4501	7900	1
198	Medical Terminology	MEDB60	7921	2
198	Medical Assistant (NK)	714F	7922	3
198	Nursiing (NK)	723F	7922	3
198	Medical Receptionist (NK)	722F	7922	3
198	Sports Medicine (Appr CIA/Create CID)	908	7922	3

Multiple Pathways (Pathway 999)

7900 Introduction to Health Science and Medical Technology

This Exploratory/Introduction to Health Science and Medical Technology course provides students with the awareness of a variety of career options examining careers that work diagnostic, supportive, and therapeutic services and the requirements to achieve their career goals. Exploratory courses provide the foundational concepts in which students can begin to form future career choices that meet their individual career interest. Students are exposed to the general requirements for various careers in the healthcare field. Exploratory courses provide the basic experiences and activities that will set a foundation for entry into any one of the Health Science and Medical Technology pathways at introductory level courses.

7921 Intermediate Patient Care (Concentrator)

This concentrator course is designed to provide students specific content knowledge with industry skills and leadership development within the Patient Care pathway. Courses are aligned to the basic knowledge levels necessary to learn and recognize word roots, prefixes, and suffixes used in medical language, understand the prevention, wellness, and disease process, and the associated skill application consistent with the Patient Care pathways scope and practice in either direct or indirect client/patient services including short term certifications such as cardiopulmonary

resuscitation, and automated external defilation.

7922 Advanced Patient Care (Capstone)

This capstone course prepares students within a specific career in the various areas of patient care that will enable them to complete the requirements for licensure, certification, or other industry recognized credentials; or students are prepared to enter into postsecondary education or training programs in the selected Patient Care pathway. If applicable, course content will provide the knowledge, industry skills and leadership development consistent with legislative requirements and the level of proficiency to perform skills within their identified scope of practice specific to employment.

PATHWAY: PATIENT CARE (CC/DHS/RFK)

Industry Sector: Health Science and Medical Technology					
Pathway	Sequence of Courses	CID	CALPADS	Level
198	Into to Health Careers (450C-RFK/CC)	4501	7900	1
198	Medical Assistant I		7921	2
198	Medical Assistant II (Front Office)		7922	3
198	Medical Assistant III (Back Office)		7922	3
	CERRO COSO PROGRAM			

Multiple Pathways (Pathway 999)
7900 Introduction to Health Science and Medical Technology

This Exploratory/Introduction to Health Science and Medical Technology course provides students with the awareness of a variety of career options examining careers that work diagnostic, supportive, and therapeutic services and the requirements to achieve their career goals. Exploratory courses provide the foundational concepts in which students can begin to form future career choices that meet their individual career interest. Students are exposed to the general requirements for various careers in the healthcare field. Exploratory courses provide the basic experiences and activities that will set a foundation for entry into any one of the Health Science and Medical Technology pathways at introductory level courses.

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This capstone course prepares students within a specific career in the various areas of patient care that will enable them to complete the requirements for licensure, certification, or other industry recognized credentials; or students are prepared to enter into postsecondary education or training programs in the selected Patient Care pathway. If applicable, course content will provide the knowledge, industry skills and leadership development consistent with legislative requirements and

the level of proficiency to perform skills within their identified scope of practice specific to employment

PATHWAY: WELDING AND MATERIALS JOINING (CC/RFK)

Industry Sector: Manufacturing & Product Development				
Pathway	Sequence of Courses	CID	CALPADS	Level
213	Welding	WLB53A	8231	2,3

8231 Advanced Welding and Materials Joining (Capstone)

This capstone course further builds upon the Manufacturing and Product Development introduction and the Welding and Materials Joining concentrator courses. This career technical education capstone course provides content, skill development and leadership training which prepare students for the world of work and to pursue further education such as industry certifications and a postsecondary degree.

PATHWAY: WELDING AND MATERIALS JOINING (RFK)

Industry Sector: Manufacturing & Product Development				
Pathway	Sequence of Courses	CID	CALPADS	Level
213	Welding 1	?	8200	1
213	Wedling 2	?	8230	2
213	Welding 3	?	8231	3

Multiple Pathways (Pathway 999)
8200 Introduction to Manufacturing and Product Development

This introduction course provides students with the foundational concepts required for pursuing career pathways within this industry sector. The skills and content knowledge helps prepare students to continue their education in multiple pathway concentrator courses within this industry sector.

Welding and Materials Joining (Pathway 213)
8230 Intermediate Welding and Materials Joining (Concentrator)

This concentrator course builds upon the Manufacturing and Product Development introduction course and provides students with additional concepts and experiences required for career readiness and pursuing further education in Welding and Materials Joining career pathway, which precedes this pathway's capstone course. This concentrator course leads to the capstone course in the Welding and Materials Joining pathway's sequence of courses.

8231 Advanced Welding and Materials Joining (Capstone)

This capstone course further builds upon the Manufacturing and Product Development introduction and the Welding and Materials Joining concentrator courses. This career technical education capstone course provides content, skill development and leadership training which prepare students for the world of work and to pursue further education such as industry certifications and a postsecondary degree.

PATHWAY: STRUCTURAL REPAIR & REFINISHING (CC/DHS/RFK)

Industry Sector: Transportation				
Pathway	Sequence of Courses	CID	CALPADS	Level
220	Auto Body NK	700F	8522	2,3

8522 Advanced Structural Repair and Refinishing (Capstone)

This capstone level course will provide students with the opportunity to function in a variety of roles within this pathway. Students will demonstrate competency in the skills and knowledge acquired in introductory and concentration level courses. Students will participate in work-based learning opportunities which can lead to internships. Students that successfully complete the course of study will qualify for industry recognized certifications. Upon completion of this course, students will be prepared for an entry level position at a vehicle collision and refinishing facility.

PATHWAY: LEGAL PRACTICES (DHS/RFK)

Industry Sector: Public Services				
Pathway	Sequence of Courses	CID	CALPADS	Level
231	Mock Trial I/Civics MT	190	8431	2
231	Mock Trial II	191	8432	3

8431 Intermediate Legal Practices (Concentrator)

This concentrator course is designed to provide students specific content knowledge with industry skills and leadership development within the Legal Practices pathways. Courses are designed to provide an understating and application of laws that affect everyday life; families, business, social decision making and the relationship to policies. Course could include content knowledge within historical, philosophical, and institutional contexts of social and economic justice and human rights.

8432 Advanced Legal Practices (Capstone)

This capstone course allows students to examine how statutes and policies are developed to safeguard society throughout history and the relationship to today legal practices. Students will understand the analysis of civil rights and liberties, and the ways courts and legislators deal with constitutional questions. Student will develop the skill and knowledge relevant to the needs of modern legal practice, entry into legal practice careers, necessary pathways and preparation into postsecondary advancement and future job prospects and the progression to higher level careers in Legal Practices.

PATHWAY: PUBLIC SAFETY (CC/DHS/RFK)

Industry Sector: Public Services				
Pathway	Sequence of Courses	CID	CALPADS	Level
232	Security Law NK	728F	8412	2,3

8412 Advanced Public Safety (Capstone)

This course is designed to prepare individuals for specific careers or jobs in Public Safety such as law enforcement, homeland security, and corrections. Content of these various courses would contain the essential knowledge and skill development of that specific career. Students will learn about the specific organizational structure of the oversite agency, laws regulations and policy for specific agencies, state laws and guidelines for career entry as well as certification hours, skill proficiency and employment requirement for the specific career in Public Safety. Students develop the skills both academically and physically to meet the demands of the specific career, the understanding of the importance of having a clean background check and the understanding of ethic, morals, and service to the community. Students will have to opportunity to participate in workplace learning, prepare for postsecondary options and qualify to take examinations and certification as set forth by California State regulation and agency requirements of age, skill, and knowledge.

PATHWAY: PROFESSIONAL SALES (CC/DHS/RFK)

Industry Sector: Marketing, Sales and Service				
Pathway	Sequence of Courses	CID	CALPADS	Level
243	Retailing & Etailing (NK)	720F	8321	2,3

8321 Advanced Professional Sales (Capstone)

This capstone course content builds on previous course content and may focus on advanced strategies and Professional Sales concepts that culminate in this final course of the Professional Sales pathway sequence.

Dual Enrollment Memorandum of Understanding
between Kern Community College District and
Regional High School Districts

Contract Entity	Type of Documemt	Beginning Date	Ending Date
Burton Unified School District	MOU - Dual Enrollment	8/11/2016	6/30/2019
Delano Joint Union High School District	MOU - Dual Enrollment	10/11/2016	9/30/2021
El Tejon Unified School District	MOU - Dual Enrollment	5/26/2013	8/30/2018
Kern County Superintendent of Schools	MOU - Dual Enrollment	1/1/2017	6/30/2019
Kern High School District	MOU - Dual Enrollment	6/10/2015	6/3/2016
Kern High School District	MOU - Dual Enrollment - Amendment No. 1	6/3/2016	7/31/2017
Kern High School District	MOU - Dual Enrollment	4/18/2017	6/30/2020
Mammoth Unified School District	MOU - Dual Enrollment	12/17/2015	9/30/2016
McFarland Unified School District	MOU - Dual enrollment	8/11/2016	6/30/2019
Mojave Unified School District	MOU - Dual enrollment	7/11/2013	4/1/2018
Mojave Unified School District	MOU - Dual enrollment	7/9/2015	6/30/2019
Muroc Joint Unified School District	MOU -- To offer dual enrollment courses.	3/10/2015	6/30/2017
Paramount Academy (Wonderful)	MOU - Dual Enrollment	8/26/2013	6/30/2018
Porterville Unified School District	MOU - Dual Enrollment	7/1/2016	6/30/2019
Porterville Unified School District	MOU - Dual Enrollment	8/11/2016	6/30/2019
Sierra Sands Unified School District	MOU - Dual Enrollment	8/13/2015	6/30/2019
Tehachapi Unified School District	MOU - Dual Enrollment	7/9/2015	6/30/2019
Trona Joint Unified High School	MOU - Dual Enrollment	5/18/2017	6/30/2022
Wasco Union High School District	MOU - Dual Enrollment	6/9/2017	9/30/2017

DUAL ENROLLMENT
CID UPDATES
DUAL ENROLLED CLASSES FOR 2017/2018
updated 11/15/17

HS Class	HS CID	CrsID#	Title	Long Title	CBEDS	SUB	DEPT	DUAL	SEM	SITE	COLLEGE
Business Management I	2502F	MI2000	MIS 2000	MIS 2000 EXCEL 2016	7410	H	V	YES	F	ALL	CSUB
Business Management I	2502F	BA1008	PerspectiveNBus	Perspectives in Business	7410	H	V	YES	S	ALL	CSUB
Business Management II	2503F	NONE	Business Mgt II	Business Management II	7412	H	V	NO	Y	ALL	
College & Career Readiness	449	STDVB3	Car Life Ed BC	Career, Life, & Edu Planning	6090	Z	Z	YES	F/S	ALL	BC
ERWC	19	ENGB1A	Expository Comp	Expository Compostion (BC)	2190	A	A	YES	F/S	DHS/RFK	BC
Medical Assistant I	4502F	HCR130	Comm in Health	Communication in Healthcare	7921	H	#	YES	F	ALL	CCCC
Medical Assistant I	4502F	HCR131	Med Law & Ethic	Medical Law and Ethics for MA's	7921	H	#	YES	F	ALL	CCCC
Medical Assistant I	4502F	HCR132	Elec Health Rec	Electronic Health Record	7921	H	#	YES	S	ALL	CCCC
Medical Assistant I	4502F	MEDB60	Med Term Health	Medical Terminology (BC)	7921	H	#	YES	S	ALL	BC
Medical Assistant II	4503F		COMING IN 2018-2019		7922	H	#	YES	S	ALL	CCCC
Medical Assistant III	4504F		COMING IN 2018-2019		7922	H	#	YES	S	ALL	CCCC
Medical Terminology	470F	MEDB60	Medical Term	Medical Terminology (BC)	7921	Z	Z	YES	S	ALL	BC
Spanish III CP	62	SPAN B1	Elem Spanish I	Elementary Spanish I	2207	H	H	YES/1ST	F	ALL	BC
US History (CP)	177	HTB17A/17B	US History	US History (BC)	2790	D	T	YES	F/S	ALL	BC
Welding I	6991F	WLDB1B	Intro to Welding	Introduction to Welding Process	8200	H	#	YES	F	RFK	BC
Welding I	6991F	WLB53A	Shield Metl Arc	Shielded Metal Arc Welding	8200	H	#	YES	S	RFK	BC
Welding II	6992F		COMING IN 2018-2019		8230					RFK	BC
Welding III	6993F	WLB53A	Shield Metl Arc	Shielded Metal Arc Welding	8231	H	Z	YES	F	CCHS/RFK	BC
Welding III	6993F	WLB53B	Shield Met Arc2	Shielded Metal Arc Welding 2	8231	H	Z	YES	S	CCHS/RFK	BC

I. California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance information

Performance Data from Dashboard

Robert F. Kennedy High - Kern County

Enrollment: 1,122   **Socioeconomically Disadvantaged:** 95%   **English Learners:** 27%   **Foster Youth:** N/A   **Grade Span:** 9-12   **Reporting Year:** Spring 2017

Charter School: No

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	(Green)	5	1
English Learner Progress (K-12)	(Green)	1	0
Graduation Rate (9-12)	(Blue)	3	0
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A

Performance Levels: (Blue) Blue (Highest)   (Green) Green   (Yellow) Yellow   (Orange) Orange   (Red) Red (Lowest)

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	(Green)	Medium 2.8%	Declined Significantly -2.1%
English Learner Progress (K-12)	(Green)	High 83.7%	Maintained +0.1%
Graduation Rate (9-12)	(Blue)	Very High 98.2%	Increased +4.2%
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A

Robert F. Kennedy High - Kern County

Enrollment: 1,122   **Socioeconomically Disadvantaged:** 95%   **English Learners:** 27%   **Foster Youth:** N/A   **Grade Span:** 9-12   **Reporting Year:** Spring 2017

Charter School: No

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

| Academic Performance | School Conditions and Climate | Academic Engagement |

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)	🟢	High 83.7%	Maintained +0.1%

Other State Measures	Number of Students	Status	Change
English Language Arts (Grade 11)	189	58.4 points above level 3	+36.5 points
Mathematics (Grade 11)	190	18.4 points below level 3	+32.2 points

The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
231	Prepared	65	28.1%
	Approaching Prepared	59	25.5%
	Not Prepared	107	46.3%

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	🟢	N/A	N/A	🟢	🔴	*	*	*	🔵	🟢	*	*	*
English Learner Progress (K-12)	🟢	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	🔵	🔵	N/A	N/A	🔵	*	*	*	*	*	🔵	*	*	*
College / Career Available Fall 2017. Select for Grade 11 assessment results.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

All | Blue/Green | Yellow | Red/Orange

	Student Performance	Number of Students	Status	Change
All Students		1,112	Medium 2.8%	Declined Significantly -2.1%
English Learners		259	Medium 3.5%	Declined Significantly -5%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		1,030	Medium 2.5%	Declined Significantly -2.5%
Students with Disabilities		108	High 8.3%	Increased Significantly +3.3%
African American		12	Very Low 0%	Maintained 0%
American Indian		*	*	*
Asian		7	*	*
Filipino		70	Very Low 0%	Declined Significantly -2.3%
Hispanic		1,006	Medium 3.1%	Declined Significantly -2.3%
Pacific Islander		*	*	*
Two or More Races		4	*	*
White		13	Very Low 0%	Maintained 0%

This report shows the performance levels for a single state indicator, Graduation Rates, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

All | Blue/Green | Yellow | Red/Orange

	Student Performance	Number of Students	Status	Change
All Students	⭐	225	Very High 98.2%	Increased +4.2%
English Learners	⭐	66	Very High 97%	Increased Significantly +6.7%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged	⭐	224	Very High 98.2%	Increased +4.2%
Students with Disabilities		16	Very High 100%	Increased Significantly +31.5%
African American		5	*	*
American Indian		*	*	*
Asian		*	*	*
Filipino		15	Very High 100%	Increased +4%
Hispanic	⭐	202	Very High 98%	Increased +4.1%
Pacific Islander		*	*	*
Two or More Races		*	*	*
White		3	*	*

The College/Career Indicator, which includes Grade 11 assessment results, will be reported as a state indicator in fall 2017. Grade 11 assessment results for English language arts and mathematics are provided below for informational purposes.

	Number of Students	Status	Change
English Language Arts (Grade 11)	189	58.4 points above level 3	+36.5 points
Mathematics (Grade 11)	190	18.4 points below level 3	+32.2 points

Performance Levels: 🔵 Blue (Highest)   🟢 Green   🟡 Yellow   🟠 Orange   🔴 Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

LCAP District Data (with School Comparisons & Local Indicators)

Priority 1: Basic Services
(Local Indicators)

- Percent State Licensed Teachers (ESSA accountability)
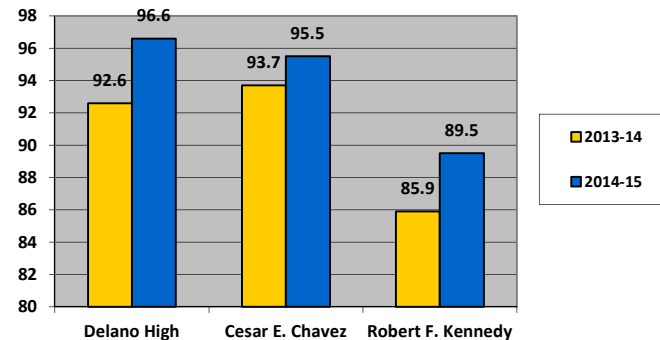
- The Williams Act report reflects that there are sufficient instructional materials for all students: English, ELD, mathematics, science, social studies, and visual performing arts.

- The Facility Inspection Tool evaluation ratings for all four schools in the district were 'Exemplary'

  o *Gas systems and pipes; mechanical systems (heating, ventilation, air conditioning); doors and windows (open, close, intact, function, and lock); fences and gates (free of holes, functional, locks, and secures); interior surfaces including walls, ceilings, floors (free of holes, tears, missing tiles, torn carpet, water damage, mold or mildew); structures, including beams, posts and supports for portable classrooms and ramps; Ceiling and floors are not sloping or sagging or have severe cracks, dry rot, mold or damage; Fire sprinklers and extinguishers; Electrical systems; lighting is adequate and working; drinking fountains; Restrooms; sanitary sewer system; roofs and gutters; school grounds drainage problems and erosion; playground equipment and exterior fixings, seating, tables and equipment are free of cracks, holes, deterioration; school grounds, fields, walkways, and parking lot are free of holes, cracks, trip hazards, deterioration; overall cleanliness of school grounds.*

Priority 2: Implementation of the academic content and performance standards including English Learner access to CCSS

(Local Indicators)

- Based on administration observations, DJUHSD has 100% implementation of the academic content and performance standards including English Learner access to CCSS.

Priority 3: Parental Participation
(Local Indicators)

➢ DELAC – Parents actively participate in the development of the LEA and LCAP plans. The district conducts at least four meetings throughout the year with an average of four parent representatives from each comprehensive high school.

➢ ELAC – School sites conduct formal ELAC meeting at least three times a year.

➢ Title I – Formal meetings are conducted at the district and site levels at least twice annually.

➢ School Site Council – Each school conducts school site council meetings on a regular basis.

➢ Migrant – Parent advisory meetings are conducted at least four time annually.

➢ SEPAC (Special Education Parent Advisory Committee) – The district conducts annual meeting to conduct a needs assessment and receive constructive feedback from parents on improving student outcomes.

➢ School site parent involvement include participation in Back to School Night, parent trainings on college and career readiness, parent notifications via Blackboard Connect, participation in academic/educational field trips, and access to student information via Parent Portal.

➢

Priority 4: Pupil Achievement (ESSA academic Achievement)

(State Indicators)

	English Learner Indicator (Priority 4) Increased at least one CELDT level or were reclassified				
	English Learner Change				
Level	Declined Significantly More than 10%	Declined 1.5% to 10%	Maintained Declined or improved by less than 1.5%	Increased 1.5% to less than 10%	Increased Significantly By 10% or more
Very High 85% or more	Yellow	Green	Blue	Blue	Blue
High 75% to less than 85%	Orange	Yellow	Green	Green	Blue
Median 67% to less than 75%	Orange	Orange	Yellow	Green	Green
Low 60% to less than 67%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60%	Red	Red	Red	Orange	Yellow

(Row label for the five Level rows: **English Learner Status**)

	Reclass	1 level	Total cohort	El Enroll	
DHS	68	116	184	429	42.90%
CCHS	64	89	153	302	50.70%
RFK	32	55	87	300	29.00%
VHS	8	23	31	87	35.60%
DJUHSD			455	1118	40.70%

Long Term Els

CCHS 67.4, DHS 63.7, RFK 69, Valley 62.4, District 66, County 64.5, State 62.6

2015-2016

Legend: CCHS, DHS, RFK, Valley, District, County, State
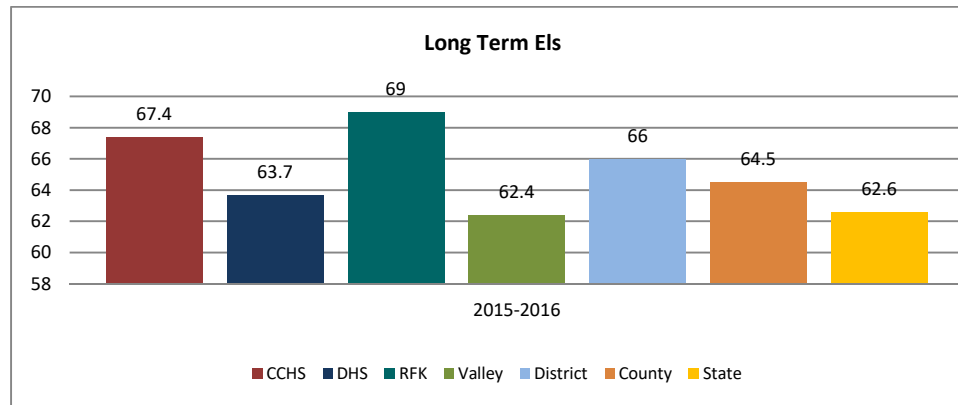
District

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	7 (5.0%)	9 (14.0%)	24 (30.0%)	14 (33.0%)	54 (17.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	59 (42.0%)	34 (53.0%)	38 (48.0%)	20 (48.0%)	151 (46.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	55 (39.0%)	15 (23.0%)	11 (14.0%)	7 (17.0%)	88 (27.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	12 (8.0%)	3 (5.0%)	6 (8.0%)	1 (2.0%)	22 (7.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	9 (6.0%)	3 (5.0%)	(0.0%)	(0.0%)	12 (4.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	142 (100.0%)	64 (100.0%)	79 (100.0%)	42 (100.0%)	327 (100.0%)

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for K

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	18 (5.0%)	56 (16.0%)	64 (24.0%)	39 (23.0%)	177 (15.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	138 (37.0%)	154 (44.0%)	117 (45.0%)	74 (45.0%)	483 (42.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	149 (40.0%)	92 (26.0%)	51 (19.0%)	40 (24.0%)	332 (29.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	38 (10.0%)	31 (9.0%)	23 (9.0%)	11 (7.0%)	103 (9.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	26 (7.0%)	18 (5.0%)	7 (3.0%)	2 (1.0%)	53 (5.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	369 (100.0%)	351 (100.0%)	262 (100.0%)	166 (100.0%)	1,148 (100.0%)

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	9 (6.0%)	30 (20.0%)	17 (20.0%)	10 (16.0%)	66 (15.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	55 (37.0%)	65 (43.0%)	34 (39.0%)	24 (38.0%)	178 (39.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	57 (38.0%)	36 (24.0%)	17 (20.0%)	19 (30.0%)	129 (29.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	18 (12.0%)	12 (8.0%)	13 (15.0%)	8 (13.0%)	51 (11.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	11 (7.0%)	9 (6.0%)	6 (7.0%)	2 (3.0%)	28 (6.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	150 (100.0%)	152 (100.0%)	87 (100.0%)	63 (100.0%)	452 (100.0%)

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	4 (14.0%)	5 (17.0%)	3 (15.0%)	12 (15.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	12 (43.0%)	14 (48.0%)	13 (65.0%)	40 (51.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	10 (36.0%)	8 (28.0%)	3 (15.0%)	21 (27.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	2 (7.0%)	2 (7.0%)	1 (5.0%)	5 (6.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (100.0%)	28 (100.0%)	29 (100.0%)	20 (100.0%)	78 (100.0%)

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (3.0%)	13 (12.0%)	18 (27.0%)	12 (29.0%)	45 (15.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	23 (30.0%)	43 (40.0%)	31 (46.0%)	17 (41.0%)	114 (39.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	37 (49.0%)	31 (29.0%)	15 (22.0%)	11 (27.0%)	94 (32.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	8 (11.0%)	14 (13.0%)	2 (3.0%)	1 (2.0%)	25 (9.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	6 (8.0%)	6 (6.0%)	1 (1.0%)	(0.0%)	13 (4.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	76 (100.0%)	107 (100.0%)	67 (100.0%)	41 (100.0%)	291 (100.0%)

English & Mathematics Proficiency
Proposed Cut Scores

English:

English Proficiency	Red Less than 25%	Orange 25% to less than 50%	Yellow 50% to less than 70%	Green 70% to less than 85 %	Blue 85% or greater
DJUHSD			66%		
DHS			65%		
CCHS				73%	
RFK				73%	

ELs	**District - 21%** **DHS – 17%**	**CCHS – 35%** **RFK – 28%**			
SE	**District - 4%** **DHS – 0%** **CCHS – 12%** **RFK – 0%**				
Migrant		**DHS – 41%**	**District - 57%**	**CCHS – 73%**	

Mathematics:

Mathematics Proficiency	Red Less than 5%	Orange 5% to less than 25%	Yellow 25% to less than 40%	Green 40% to less than 70 %	Blue 70% or greater
DJUHSD			33%		
DHS			29%		
CCHS			37%		
RFK				40%	
ELs	DHS – 3% RFK – 3%	District - 5% CCHS – 11%			
SE	District - 2% DHS – 0% CCHS – 6% RFK – 0%				
Migrant		District - 24% DHS – 13%	CCHS – 27%		

College and Career Indicator

Level	Percent of Prepared Students		
	All Students	EL	SWD
Very High 70% or more			
High 55% to less than 70%			
Medium 35% to less than 55%	DJUHSD – 36% RFK 43.1% DHS 40% CCHS 34.5%		
Low 10% to less than 35%			
Very Low Less than 10%		0%	DJUHSD 3.4% CCHS 5% DHS 5% RFK 0%

High School Diploma and any one of the following:

➢ Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:

- Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
- One semester/two quarters of Dual-enrollment with passing grade (Academic/CTE subjects)

- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual-enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) a-g criteria **plus one** of the following criteria:

  - CTE Pathway completion
  - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
  - One semester/two quarters of Dual-enrollment with passing grade (Academic/CTE subjects)
  - Passing score on one AP Exam **OR** on one IB Exam

CAASPP
Met or Exceeded Standard

Legend: CCHS 2015, CCHS 2016, DHS 2015, DHS 2016, RFK 2015, RFK 2016, County, State

English
- CCHS 2015: 66
- CCHS 2016: 73
- DHS 2015: 63
- DHS 2016: 65
- RFK 2015: 62
- RFK 2016: 73
- County: 38
- State: 59

Mathematics
- CCHS 2015: 28
- CCHS 2016: 37
- DHS 2015: 28
- DHS 2016: 29
- RFK 2015: 33
- RFK 2016: 40
- County: 25
- State: 33

College and Career Readiness

AP Exams Passed

School	2015	2016	2017
DHS	178	148	107
CCHS	150	174	172
RFK	104	100	120

DHS AP Exams Passed

Subject	DHS 2016	DHS 2017
English Lang	15	10
English Lit	5	0
Env. Science		2
Macro	4	1
US Gov	4	0
Calculus	17	18
Statistics	5	1
Biology	5	6
Spanish Lang	76	54
Spanish Lit.	2	15

CCHS AP Exams Passed

	English Lang	English Lit	Macro	US Gov	US History	Calculus	Statistics	Physics	Spanish Lang	Spanish Lit.
CCHS 2016	39		3	2	10	24	25	3	48	20
CCHS 2017	16	9	15	2	18	23	22	1	49	17

RFK AP Exams Passed

	English Lang	English Lit	Macro	US Gov	US History	Calculus	Biology	Physics	Spanish Lang	Spanish Lit.	Statistics
RFK 2016	7	4	4	1	3	14	3	1	48	13	
RFK 2017	14	6	2	3	6	12	0	5	58	22	0

UC a-g

	CCHS		DHS		RFK		County		State	
2014	38.2		37.9		45		33.3		41.9	
2015		43.9		37		44		30.7		43.4

■ 2014 ■ 2015

CTE Completers Grades 10-12

	2014-2015	2015-2016
■ DHS	27.2	6.8
■ CCHS	10.06	27.2
■ RFK	11.2	19.7

DHS	All Students 389	ELs	SE	CCHS	All Students	ELs	SE	RFK	All Students	ELs	SE
UC a-g only	59	0	0	UC a-g only	93	0	0	UC a-g only	66	0	0

UC a-g & CTE	85	0	0		UC a-g & CTE	44	0	0	UC a-g & CTE	33	0	0
CTE only	155	6	10		CTE only	65	0	6	CTE only	43	2	8
Neither	90	9	10		Neither	110	9	13	Neither	83	10	9
Total	389				**Total**	**312**			Total	225		

Golden State Seal

424 of 455
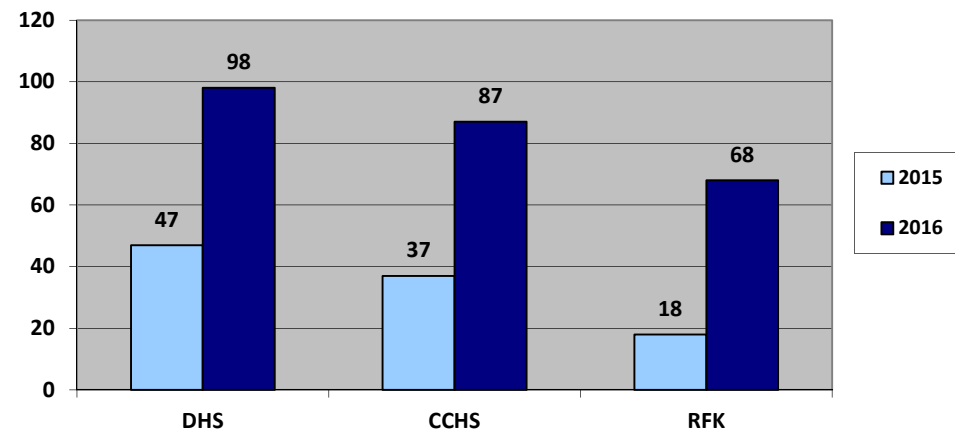
Priority 5: Pupil Engagement
(ESSA metric – Graduation rate)
(State Indicators)

Attendance Rate

DHS: 2013-14 95.91, 2014-15 95.48, 2015-2016 95.47
RFK: 2013-14 95.62, 2014-15 95.68, 2015-2016 95.82
CCHS: 2013-14 96.46, 2014-15 96.61, 2015-2016 96.7, Goal 97

Legend: 2013-14, 2014-15, 2015-2016, Goal

Chronic Absenteeism

2012-2013: DHS 25.8, RFK 18.7, CCHS 10.6, VHS 31
2013-2014: DHS 27.15, RFK 16.1, CCHS 14.5, VHS 36.25

Legend: DHS, RFK, CCHS, VHS

Dropout Rate

2014: CCHS 0.1, DHS 0.8, RFK 0.2, VHS 10.2, County 3.6, State 3.1
2015: CCHS 0.9, DHS 0.5, RFK 0.6, VHS 3.8, County 2.7, State 2.8

Legend: CCHS, DHS, RFK, VHS, County, State

	Graduation Rate Indicator (Priority 5)				
	Graduation Change				
Level	Declined Significantly More than 5%	Declined 1% to 5%	Maintained Declined or improved by less than 1%	Increased 1% to less than 5%	Increased Significantly By 5% or more
Very High 95% or more	Gray	Blue	Blue	Blue	Blue
High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67%	Red	Red	Red	Red	Red

Graduation Status (row label for table above)

Graduation rate		All students	EL	SE	Migrant
DHS	Status	97.7	97.1	84	97.4
DHS	Change	2.7	5.8	0.7	10.7

CCHS	Status	95.9	89.3	73.1	94.9
CCHS	Change	2.2	6.9	38.5	6.5
RFK	Status	98.2	97	100	98
RFK	Change	5.5	11	50	-2
District	Status	96.2	93.1	83.6	96.2
District	Change	2.7	5.6	32.1	5.8

Priority 6: School Climate

Pupil Suspension Rates

(State Indicators)
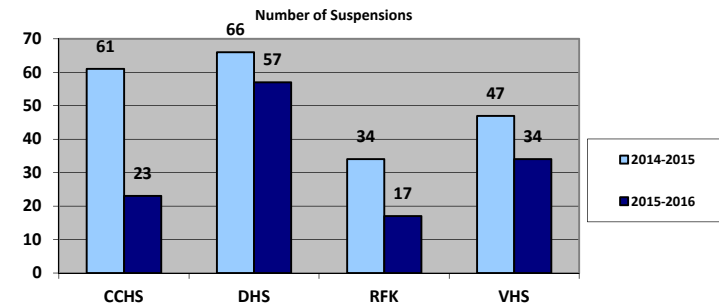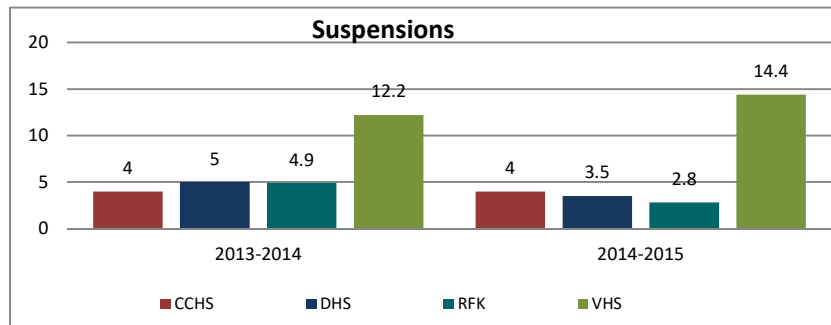
Suspension Rates		2015
DHS	Status	5

DHS	Change	-1.5
CCHS	Status	4
CCHs	Change	0
RFK	Status	4.9
RFK	Change	-2.1
VHS	Status	14.4
VHS	Change	2.2
District	Status	4.2
District	Change	-0.8

	Suspension Rate Indicator – School (Priority 6)					
	Suspension Change					
	Level	Increased Significantly Greater than 3%	Increased 0.3% to 3.0%	Maintained Declined or increased by less than 0.3%	Declined 0.3% to less than 2.0%	Declined Significantly By 2% or greater
Suspension Status	Very Low 0.5% or less	Gray	Green	Blue	Blue	Blue
	Low Greater than 0.5% to 1.5%	Orange	Yellow	Green	Green	Blue
	Median Greater than	Orange	Orange	Yellow	Green	Green

	Increased Significantly More than 3%	Increased 0.5% to 3%	Maintained Declined or increased by less than 0.5%	Declined 0.5% to less than 3%	Declined Significantly Declined by 3% or Greater
1.5% to 6.0%	Orange	Orange	Yellow	Green	Green
High Greater than 6.0% to 10.0%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 10.0%	Red	Red	Red	Red	Yellow

Suspension Rate Indicator - LEA (Priority 6)					

Suspension Change					
Level	Increased Significantly More than 3%	Increased 0.5% to 3%	Maintained Declined or increased by less than 0.5%	Declined 0.5% to less than 3%	Declined Significantly Declined by 3% or Greater
Very Low 1.5% or less	Gray	Green	Blue	Blue	Blue
Low Greater than 1.5% to 3.5%	Orange	Yellow	Green	Green	Blue
Median Greater than 3.5% to 6.0%	Orange	Orange	Yellow	Green	Green
High Greater than	Red	Orange	Orange	Yellow	Yellow

(Suspension Status is the vertical label for the rows.)

	6.0% to 9.0%	Red	Orange	Orange	Yellow	Yellow
	Very High Greater than 6.0%	Red	Red	Red	Red	Yellow

Pupil Expulsions
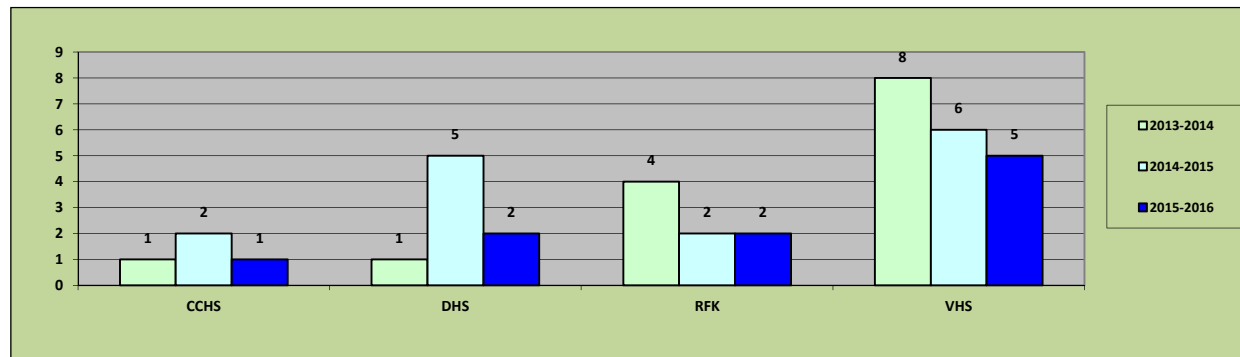
(Local Indicators)

o Pupil, parent, student surveys on sense of safety and school connectedness

California Healthy Kids Survey	DHS 436 students Agree	CCHS 378 students Agree	RFK 407 students Agree	VHS 436 students Agree	DHS Teachers Agree	CCHS Teachers Agree	RFK Teachers Agree	VHS Teachers Agree
Truancy 0-2 times last 12 months	74%	81%	77%	63%				
Feel close to people at this school	66%	65%	67%	51%				
Happy at this school	66%	66%	70%	42%				
Feel like part of this school	56%	64%	66%	49%				
Teachers treat students fairly	53%	59	64%	43%				
Feel safe at this school	62%	76%	76%	46%				
Teachers communicate with parents about what students are expected to learn in class	48%	55%	61%	36%	88%	86%	94%	92%
Parents feel welcome at this school	52%	56%	61%	32%	84%	89%	100%	92%
Staff takes parent concerns seriously	55%	60%	66%	45%	94%	95%	100%	92%
My school is usually clean and tidy	42%	44%	69%	40%				
Feel safe at school	58%	76%	73%	52%				

California Healthy Kids Survey	DHS 61 Teachers	CCHS 46 Teachers	RFK 50 Teachers	VHS 15 Teachers
Learning Environment is supportive and inviting	98%	100%	95%	100%

Sets high standards for academic performance for all students	97%	100%	95%	65%
This school promotes trust and collegiality among staff	85%	93%	93%	93%
Staff participate in decision making	78%	91%	87%	76%
Provides staff resources and training to do job effectively	81%	79%	93%	77%
Safe place for students/Staff	98%	98%	100%	93%
Clean and well maintained facilities	79%	64%	97%	86%

Priority 7: Course Access
(State Indicators)
College/Career Indicator

Priority 8: Other Student Outcomes
State Indicator

Physical Fitness 5 of 6 fitness standards
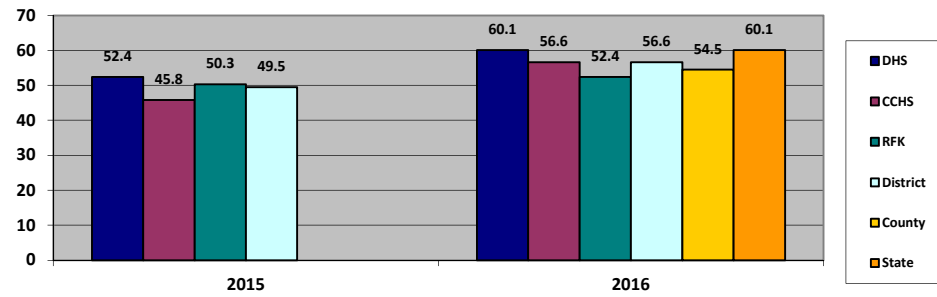
AP Spanish Exams Passed

Biliteracy Seal

Bar chart showing Biliteracy Seal data for three schools across three years (2015, 2016, 2017):

- **DHS**: 2015 = 32, 2016 = 42, 2017 = 40
- **CCHS**: 2015 = 23, 2016 = 50, 2017 = 55
- **RFK**: 2015 = 20, 2016 = 59, 2017 = 39
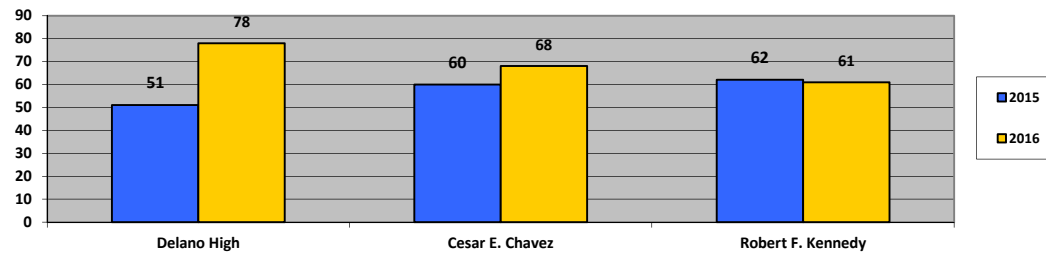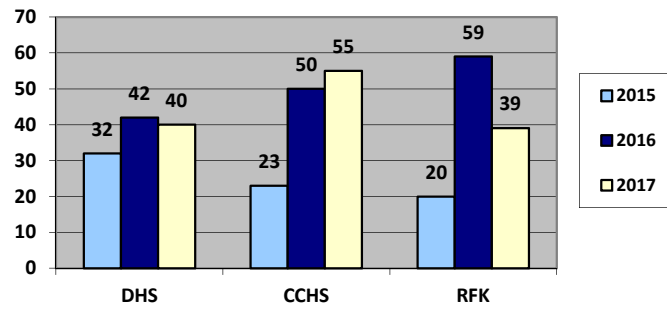
Colorguard Finals 2015	Points	
North High School	88.47	
Liberty High School	85.89	
South High School	85.32	
East Bakersfield High School	84.71	
Shafter High School	84.69	
West High School	84.13	
Cesar e. Chavez (2015)	83.46	Senior AAA
Centennial High School	83.07	
Frontier High School	80.76	
Independence	78.98	
Bakersfield High School	77.77	

Robert F. Kennedy	75.89	Senior A
Delano High School (2015)	75.86	Senior A

Percussion School & Division		2015	2016
Senior National Open	Place	Cesar E Chavez 3rd	Delano High 3rd
	Score	86.20	83.7
Senior National A	Place	Delano High 1st	Cesar E Chavez 1st Robert F Kennedy 4th
	Score	86.38	**91.5** **83.7**
Senior A	Place	Robert F. Kennedy 1st	
	Score	82.35	

Colorguard		2015	2016
Delano High	Division	Senior A	Senior AA
	Place		6th
	Score	75.86	75.9
Cesar E. Chavez	Division	Senior AAA	National A
	Place		4th
	Score	83.46	82.58
Robert F. Kennedy	Division	Senior A	Senior AA
	Place		4th
	Score	75.89	79.24

J. School accountability report card (SARC)

http://sarconline.org/SarcPdfs/8/15634120116384.pdf

K. CBEDS school information form

October 2017 CBEDS Enrollment								Unofficial 10.24.17
School	**9th**	**10th**	**11th**	**12th**	**Ung-S**	**2017 Total**		
Cesar E. Chavez	461	387	309	347	11	1515		**CBEDS DATE: 10.04.17**
Delano High School	363	372	350	323	6	1414		
Robert F. Kennedy HS	348	286	325	277	4	1240		
Valley High School	0	11	57	68	0	136		
Total District Enrollmen	1172	1056	1041	1015	21	4305		

Table 2: Racial/Ethnic Breakdown

Racial/Ethnic Category	CCHS		DHS		RFK		VHS	
	# of Students	% of Students	# of Students	% of Students	# of Students	Students	Students	Students
Hispanic or Latino	1324	87.5%	1161	82.1%	1121	90.4%	130	95.6%
American Indian or Alaska Native			2	0.1%				
Filipino	132	8.7%	218	15.4%	84	6.8%	4	2.9%
Asian	15	1.0%	6	0.4%	13	1.0%	0	0.0%
African-American	3	0.2%	5	0.4%	9	0.7%	0	0.0%
Nat Hawaiian/Pacific Islander	0	0.0%	2	0.1%	0	0.0%	1	0.7%
White (Not Hispanic)	35	2.3%	14	1.0%	10	0.8%	1	0.7%
Multiple	4	0.3%	6	0.4%	3	0.2%	0	0.0%
Total	1513	100.0%	1414	100.0%	1240	100.0%	136	100.0%

Table 3: Gender Breakdown

School	Female	Male	Total
Cesar E. Chavez	745	770	1515
Delano High School	693	721	1414
Robert F Kennedy	613	627	1240
Valley High School	61	75	136
Total District Enrollmen	2112	2193	4305

Table 4: NCLB Data

School	Els	Title III EI	Gate	Migrant Ed	Spec Ed	Socio Econ DisAdv
Cesar E. Chavez	379	38	163	61	119	1236
Delano High School	484	57	92	57	107	1244
Robert F Kennedy	286	53	134	54	132	1127
Valley High School	71	2	1	9	12	126
Total District Enrollmen	1220	150	390	181	370	3733

October 2016 CBEDS Enrollment								Official	01.27.17
School	9th	10th	11th	12th	Ung-S	2016 Total			
Cesar E. Chavez	462	286	341	302	18	1409		CBEDS DATE: 10.05.16	
Delano High School	398	398	356	334	8	1494			
Robert F. Kennedy HS	307	350	274	193	4	1128			
Valley High School	13	32	58	90	0	193			
Total District Enrollmen	1180	1066	1029	919	30	4224			

Table 2: Racial/Ethnic Breakdown (Snapshot 1.5)

Racial/Ethnic Category	CCHS		DHS		RFK		VHS	
	# of Students	% of Students	# of Students	% of Students	# of Students	Students	Students	Students
African-American	6	0.4%	6	0.4%	10	0.9%	1	0.5%
American Indian or Alaska Native	1		2	0.1%	0		0	
Asian-American	21	1.5%	12	0.8%	10	0.9%	1	0.5%
Filipino	128	9.1%	242	16.2%	73	6.5%	5	2.6%
Hispanic or Latino	1221	86.8%	1201	80.4%	1024	90.8%	182	94.3%
Nat Hawaiian/Pacific Islander	0		3	0.2%	0		0	
White (Not Hispanic)	26	1.8%	19	1.3%	9	0.8%	3	1.6%
Multiple	4	0.3%	8	0.5%	2	0.2%	1	0.5%
Total	1407	99.9%	1493	100.0%	1128	100.0%	193	100.0%

Table 3: Gender Breakdown				(Snapshot 1.4)
School	Female	Male	Total	
Cesar E. Chavez	707	702	1409	
Delano High School	726	768	1494	
Robert F Kennedy	547	581	1128	
Valley High School	72	121	193	
Total District Enrollmen	2052	2172	4224	

Table 5: ESSA Data								(Snapshot 8.1)
School	Els	Title III	Gate	Migrant Ed	Spec Ed	Homel ess	F/R Lunch	
Cesar E. Chavez	351	22	172	54	119	20	1258	
Delano High School	459	69	84	66	107	27	1365	
Robert F Kennedy	313	43	90	56	125	35	1085	
Valley High School	100	2	0	8	16	3	175	
Total District Enrollmen	1223	136	346	184	367	85	3883	

October 2016 CBEDS Enrollment						
School	9th	10th	11th	12th	Ung-S	2016 Total
Delano High School	398	398	356	334	8	1494

October 2016 CBEDS Enrollment						
School	9th	10th	11th	12th	Ung-S	2016 Total
Robert F. Kennedy H	307	350	274	193	4	1128

L. Graduation Requirements

The Governing Board desires to prepare each student to obtain a diploma of high school graduation in order to provide students with opportunities for postsecondary education and/or employment.

Beginning in the 2005-06 school year, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. (Education Code 60851, 60859)

Supplemental instruction shall be offered to any student who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit examination. (Education Code 37252, 60851)

Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit examination shall receive a certificate of completion. The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

When authorized in an official Individual Education Plan or 504 Plan, a student who has attended high school for four years may receive a Certificate of Attendance and may be permitted to participate in the commencement ceremony.

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

Adult education students who fulfill the district's graduation requirements and pass the California High School Exit Examination shall receive a diploma of high school graduation.

SUBJECT	YEARS	CREDITS
English	4 years	40 credits
Mathematics (including Algebra I)	3 years	30 credits
Science (Physical)	1 year	10 credits
Science (Life)	1 year	10 credits
Social Studies	3 years	30 credits
CTE/Fine Art/Foreign Language	1 year	10 credits
Physical Education	2 years	20 credits
Computer Literacy	1 semester	5 credits
Health	1 semester	5 credits
Electives		60 credits
TOTAL		220 credits

M. Any pertinent additional data (or have on exhibit during the visit)

Board of Trustee's Resolution as to Sufficiency of Materials (2017-18):
http://delanojuhsd.agendaonline.net/public/Meeting/Attachments/DisplayAttachment.aspx?AttachmentID=211135&IsArchive=1

N. Budgetary information, including school budget

Goal	Robert F. Kennedy	Action			RFK		Date
1	Col Rdnss/prof./met standard	1	Data anal, Collab, refine CA	Cert. S&B	18000	✓	7-Jul
1	Col Rdnss/prof./met standard	2	PD aligned to academic strat	Cert. S&B	10500		25-Jul
1	Col Rdnss/prof./met standard	2	PD Materials, supplies, equip	books & su	3500		25-Jul
1	Col Rdnss/prof./met standard	2	PD Materials, supplies, equip	Serv.&OE	4500		25-Jul
1	Col Rdnss/prof./met standard	3	Supplemental mat	books & su	9700		28-Jul
1	Col Rdnss/prof./met standard	3	Supplemental mat	serv.&OE	2000		
1	Col Rdnss/prof./met standard	6	Intervention, tutorials	Cert. S&B	20000		
1	Col Rdnss/prof./met standard	6	Intervention, tutorials	Class S&B	1200		
1	Col Rdnss/prof./met standard	6	Incentives	Serv.&OE	4000		
1	Col Rdnss/prof./met standard	7	AP fees	books & su	0		
1	Col Rdnss/prof./met standard	7	Trips to four year universities	Serv.&OE	5000		
1	Col Rdnss/prof./met standard	7	Parent Trainings	Cert. S&B	2900		
1	Col Rdnss/prof./met standard	7	Parent Training	B&S, SOE	1200		
1	Col Rdnss/prof./met standard	9	Student/staff Recognition	B&S, SOE	11000	✓	
2	Career Rdnss,VPA, p.e., FL, CTE	1	Dev., refine curr/Assess.	Cert. S&B	5900		
2	Career Rdnss,VPA, p.e., FL, CTE	2	PD evidence based strategies	Cert. S&B	7300		
2	Career Rdnss,VPA, p.e., FL, CTE	2	PD evidence based strategies	Books & S	900		
2	Career Rdnss,VPA, p.e., FL, CTE	2	PD evidence based strategies	SOE	4500		
2	Career Rdnss,VPA, p.e., FL, CTE	3	Equipment and Supplies	Books & S	24000		
2	Career Rdnss,VPA, p.e., FL, CTE	5	Afterschool intervention	Cert. S&B	5000		
2	Career Rdnss,VPA, p.e., FL, CTE	6	College or Career Visitations	SOE	5000		
3	Ed. Envir./Grads, Exp, Susp,	1	PD: evidence-basedintervention strategies	Books & S	2500		
3	Ed. Envir./Grads, Exp, Susp,	1	PD: evidence-basedintervention strategies	SOE	3500		
3	Ed. Envir./Grads, Exp, Susp,	2	Supplementary Instr. Materials	Books & S	4800		
3	Ed. Envir./Grads, Exp, Susp,	2	Supplementary Instr. Materials	SOE	2500		
3	Ed. Envir./Grads, Exp, Susp,	4	Instructional activities or Field trips	SOE	7000		
3	Ed. Envir./Grads, Exp, Susp,	4	Supplies/equipment, operating expense	Books & S	4000		
3	Ed. Envir./Grads, Exp, Susp,	5	Tutorials, cr. rec., beh. Int. and reduced class	Cert S&B	6000		
3	Ed. Envir./Grads, Exp, Susp,	8	Foster ed. Env. Student success	Books & S	2000		
3	Ed. Envir./Grads, Exp, Susp,	8	Foster ed. Env. Student success	SOE	3000		
3	Ed. Envir./Grads, Exp, Susp,	9	Parent workshops	Cert S&B	4000		
3	Ed. Envir./Grads, Exp, Susp,	9	Parent workshops	Books & S	300		
3	Ed. Envir./Grads, Exp, Susp,	9	Parent calls, visits	Class S&B	1500		
3	Ed. Envir./Grads, Exp, Susp,	9	Parent outreach	Class S&B	2800		
			Total DO allocation		190000	✓	

RFK	16-17	17-18	
Title I	58140	70000	
Title II	10000	2500	11,000
Title III Immigrant	3300	3300	900 = 2660
College Readiness	36000	52600	
PI prof Dev	25000	0	
Parent Training	2000	2000	
Perkins	45000	42768	
LCAP: 0600	214000	190000	
Total	**393440**	**368168**	

O. Glossary of terms unique to the school.

Term or Acronym	Explanation
BC	BC – Bakersfield College. Bakersfield College is the local community college through which Kennedy offers most of its dual-enrollment courses.
CFU	CFU is an acronym used to refer to checking for understanding strategies.
CIA	CIA is an acronym used to refer to curriculum, instruction, and assessment.
CVS	Conversation. Vocabulary. Spelling.
DCA	DCA is an acronym for the District required assessments in a course. DCA stands for District Common Assessment.
DLT	District Leadership Team
DLT	District Leadership Team
EDI	EDI is an acronym used to refer to the instructional practices and strategies of DataWork's Explicit Direct Instruction model.
ERWC	Expository Reading and Writing Course
FACS	FACS is an acronym for site-specific required common assessments in a course. FACS stands for Formative Assessments of Core Standards.
FTE	Full Time Equivalent
IAB	Interim Assessment Block
ICE Method	The ICE method is a strategy used in the English department to help students remember how to integrate quotes into their writing. ICE standards for Introduce, Cite, and Explain.
LSA Coordinator	The Local and State Assessment Coordinator. This is a certificated position designed to assist the Assistant Principal of Curriculum and Instruction with coordinating assessments

and conducting data analysis.

Mod	Modular Building
NKVTC	North Kern Vocational Training Center
PAVE	PAVE is an acronym for a special program offered for Emotionally Disturbed (ED) students. PAVE stands for Personal Academic Vocational Education.
Resource Room	The resource room is a modular building (Mod-2) where Special Education teachers and aides provide SPED students with instructional support.
Snapshot	Snapshot is the name of the classroom visits teachers conducted to gather evidence for the self-study process.
SRO	School Resources Officer – a peace officer contracted through the Delano Police Department to serve at Kennedy
SSC	School Site Council
SST	SST is the acronym for the Student Study Team, a group comprised of the psychologist, administration, counselors, and teachers. The SST can be the first step in establishing whether a student needs an IEP, or it can be a support team assembled to offer a student intervention.
TA	Teachers Association, the certificated staff's local union.
TAPPLE	TAPPLE is an acronym used to refer to the EDI instructional process (from DataWorks). TAPPLE stands for
	Teach first;
	Ask a specific question;
	Pause, pair-share, and point;
	Pick a random non-volunteer;
	Listen to the Response; and
	Effective Feedback.