

School Year: 2025-26



## School Plan for Student Achievement (SPSA)

| School Name                   | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------|-----------------------------------|--|---------------------------|
| Robert F. Kennedy High School | 15634120116384                    | May 13, 2025                           |                           |

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Robert F. Kennedy High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Robert F. Kennedy High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by drafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

## Educational Partner Involvement

How, when, and with whom did Robert F. Kennedy High School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

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

A needs assessment analysis is conducted annually and reviewed by the District Curriculum and Instruction Advisory (CIA) and correlated to the SPSA. The needs, goals and objectives are also developed and reviewed with key stakeholders that include teachers, staff, parents, students, parent advisory groups and community members. Data analysis, outcome analysis, and performance analysis were conducted to review what is working, what is not working, and if any modifications are needed. WASC meetings held during the Self Study process in preparation for a full WASC review in October 2023 have been included below. The data that is normally analyzed includes SBAC, ELPAC and AP assessments and then broken down by subgroups, grade levels, and subjects. The data was analyzed for achievement gaps and academic performance among subgroups as well as local and state averages.

Various meetings were held during the 2024-25 school year that include all stakeholders to conduct a schoolwide program evaluation. LCAP data analysis, outcome analysis and performance analysis were conducted during a

December 2024, leadership team meeting with the Assistant Superintendent of Educational Services. Administration agreed to maintain and refine current actions.

#### 2024-2025 SPSA Program Evaluation with Educational Partners

December 10, 2024 - RKFHS Site Administration LCAP Educational Partners Engagement

December 12, 2024 - RKFHS Leadership Team LCAP Educational Partners Engagement

January 28, 2025 - RKFHS All Staff LCAP Educational Partners Engagement

March, 2025 - All RKFHS Parent LCAP Educational Partners Engagement

April 8, 2025 - RKFHS Student Educational Partners Engagement

May 6, 2025 - ELAC Meeting - SPSA Needs Assessment

May 8, 2025 - School Site Council Meeting - Program Evaluation

May 13, 2025 - School Site Council - for final approval of the 2025-2026 SPSA

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

#### ROBERT F. KENNEDY HIGH SCHOOL WASC SELF-STUDY REPORT: FULL VISIT ON OCTOBER 9-11, 2023

Each WASC Critical Area has been correlated to and embedded within the SPSA goals. SPSA goals are aligned to our District LCAP Goals. All critical areas for follow-up findings from the previous mid-term and self-study visits have been incorporated in our SPSA each year since those visits. The school-wide strengths and critical areas for follow-up have been developed as a school community involving students, parents, teachers, support staff, and site administration.

#### PRIORITIZED STRENGTHS

##### ORGANIZATION:

-RKFHS has a strong alignment between LCAP/SPSA.

-Dual Enrollment Courses are available to all students.

-New teachers are well-supported and provided with mentor teacher support.

##### CURRICULUM:

-RKFHS offers a variety of college and career courses students may take.

-The Professional Development plan is a living document that is revisited and refined regularly.

-The school has many real-world experiences embedded in our curriculum.

##### LEARNING AND TEACHING:

-RKFHS has many learning opportunities to prepare students for college and career: Dual Enrollment, Career Preparation in Medical, Construction, Welding, etc.

-RKFHS has a suite of relevant technological learning tools and resources is diverse and plentiful.

-Elective courses provide students with many opportunities to extend their learning beyond the classroom.

##### ASSESSMENT AND ACCOUNTABILITY

-The school's regularly scheduled PLC time supports collaboration and development of common assessments and analysis of assessments results.

-Tutorials are helpful to students who take advantage of them.

-RKFHS has strong partnerships with feeder schools in gathering placement data for incoming students.

##### SCHOOL CULTURE AND SUPPORT:

-RKFHS utilizes many methods of communication to reach and connect with parents, community outreach, and student updates.

-RKFHS has a high degree of student involvement of extra-curricular and co-curricular activities.

-RKFHS has a robust program of multi-tiered socio-emotional supports.

#### PRIORITIZED AREAS OF GROWTH

##### ORGANIZATION:

-Refine focus of professional development opportunities to improve relevancy and applicability for teachers and staff.

-Establish a clear procedure to revisit our SLO/GLOBAL annually for revisions/integration.

-Continue to work on English and Math achievement rates for EL and students with disabilities to close achievement gaps.

#### CURRICULUM:

-Improve communication with stakeholders on student 4-year plans.

-Encourage student enrollment in elective courses (skills that prepare them for adulthood) and improve variety of courses as is possible.

-Refine focus of professional development opportunities to improve relevancy and applicability for teachers and staff.

-Address subgroups academic progress in Math and English in order to close achievement gaps.

#### LEARNING AND TEACHING:

-Continue to work on English and Math achievement rates for EL and students with disabilities to close achievement gaps.

-Support and encourage use of technology and digital learning tools to facilitate more consistent use and implementation across campus and departments.

-Improve schoolwide communication (every teacher, every department) to students about assignment and grading expectations and deadlines.

#### ASSESSMENT AND ACCOUNTABILITY

-Encourage greater consistency across all departments in regularly conducting data analysis.

-Continue to work on English and Math achievement rates for EL and students with disabilities to close achievement gaps.

-Encourage teachers to take more opportunities to observe other teachers' instruction or model instruction for other teachers.

#### SCHOOL CULTURE AND SUPPORT:

-Improve consistency, clarify, and communication of disciplinary procedures (e.g. restroom use, lates/tardies, absences, cellphone use, etc.).

-Continue to support student social-emotional health by identifying students who need socio-emotional support and connecting them with appropriate and timely supports.

-Facilitate equal opportunities for student recognition throughout the entire school year representative of a variety of student accomplishments.

#### IDENTIFIED MAJOR STUDENT LEARNER NEEDS AND PRIORITY AREAS OF GROWTH

- Continue to work on English and Math achievement rates for EL and students with disabilities to close achievement gaps.
- Strengthen/develop a comprehensive/dynamic system of supports (process) to further support students social-emotional health and academic progress.
- Improve knowledge and awareness of school programs for all stakeholders and thereby increase student, parent, and guardian agency and involvement in making course of study decisions

The schools action plan (SPSA) currently includes:

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

2. RFK will continue to provide all students course access and to improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical Education. DJUHSD has identified the need for pupils with significant disabilities to have access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, RFK goal is to continue performing in the top 25% in visual performing arts, Mock Trial, and improve physical fitness and AP passing rates.

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

WASC Schoolwide Growth Areas for Continuous Improvement.

1. Develop and implement a comprehensive, integrated and multi-tiered system of academic supports across all content areas and grade levels that prioritizes the achievement of English Learners and Students with Disabilities to close persistent achievement gaps.

2. Focus on literacy and numeracy across all disciplines and grade levels as a means to improve achievement for all students.

3. Continue to strengthen and publicize the multi-tiered system of supports to all students in order to address socio-emotional, health, attendance and discipline needs and further promote a warm, welcoming and supportive school

climate.

In addition, the visiting committee identified one additional concrete, specific growth areas that need to be addressed:  
4. Continue to engage in deep analysis of formative student achievement data to identify struggling learners as well as the gaps in their learning, inform instructional decisions and the development of embedded interventions to promote higher levels of student achievement as well as promote the implementation of effective research-based, student-centered instructional approaches.

RFKHS faculty, staff, and administration feel that communication and involvement with parents is a vital component of the learning process. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote success, helping them feel more confident at school to help ensure student achievement. RFKHS puts considerable effort toward informing parents of the events and educational practices regarding their student. Parents are informed via the District and RFKHS websites of the school's data, goals and achievements. Our School Site Council is comprised of parents and community representatives, classroom teachers, other school staff, and students. Input from all stakeholders is gathered, including the English Learner Advisory Committee, District English Learner Advisory Committee, and WASC focus groups. These stakeholders work together to analyze data, engage in a comprehensive needs assessment, make planning/program decisions, and evaluate the effectiveness of these programs. Parent volunteers elect to serve on the School Site Council and ELAC/DELAC to review and evaluate school programs and services. Parents, students, and staff regularly attend, participate and assist in school functions ranging from field trips, extracurricular events, athletic events, and other programs. Parents and students have also been instrumental the creation of school plans, such as the Safe School plan, LCAP, and School Plan for Student Achievement. The district has implemented an automatic phone call system called Parent Square that calls/texts/emails parents with information regarding their student or with an announcement of upcoming events that they need to be aware of, such as ELPAC testing, so they can take steps to maximize student performance. Some information is also mailed home. Parents also receive daily phone calls through automated call and texting if their child has missed one or more periods. Counselors email information to students via Office 365 in Teams. Parents have access to scheduled activities via the Parent Square calendar. The principal also sends news and alerts as reminders or notification of upcoming events or parent engagement opportunities. All information shared with parents is provided in English and Spanish. Our Student Activities Director regularly communicates with the Delano Chamber of Commerce to obtain information about community events. The District's Assistant Superintendent of Student Services also attends Community Alliance meetings made up of community members and district administrators. Information from these meetings is disseminated to Principals. RFKHS students and staff are encouraged/invited to participate in events such as the Cinco de Mayo parade, Harvest Holidays, Trunk or Treat, community street fairs, city clean up day, block parties hosted by the Delano Police Department, farmers' market, Cesar E. Chavez Day of Service at Keene, CA, and more. A site assistant principal manages the school's social media accounts (Twitter, Facebook, Instagram, Snap Chat, and monitors ASB's Instagram and TikTok accounts). Our social media pages are rich with content. Our school website has been upgraded and is regularly updated with current information and news. An LED marquee, facing the intersection, announces upcoming events with times, dates, and locations as well as informing the community of recent successes. Robert F. High School provides parents and the community with many opportunities to be a part of our professional learning community.

At Robert F. Kennedy High School, we regularly ask our students, parents, and staff to respond to questions about students' achievement and supports for student learning. All surveys are provided in English and Spanish. Surveys are administered via personal phone calls, Parent Square emails/text messaging, and Microsoft Forms. We have found that such an activity provides us with valuable feedback about how we are doing in our quest to provide an exemplary education to our students. Parent, student, and teacher surveys are conducted regularly (spring, summer, and fall) to gauge instruction, student needs, and academic achievement.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

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

Our district and school administration ensures resources are distributed equitably among all schools and pupil subgroups in the district and school sites. Additional resources are provided as well to support student academic achievement and

address the low academic performance in English and mathematics. Some of the supplemental resources/programs to help close the achievement gap include Listenwise, Pear Deck, Newsela, and IXL.

There are no 9-12 private schools in Delano or neighboring communities; therefore, there are no identified resource inequities between Robert F. Kennedy High and private schools in the area.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

For the 2024 Fall Dashboard Overall Performance, the following state indicators for overall performance that was in the "Red" or "Orange" category:

English Learner Progress- English Learners "Orange"

English Language Arts- No Student Groups "Red"; No Student Groups "Orange"

Mathematics- Long-Term English Learners "Orange"; No Student Groups "Red";

Suspension Rate- Socioeconomically Disadvantaged "Orange"; Students with Disabilities "Orange"; Hispanic "Orange"

College/Career- No Student Group "Red"; English Learners and Long-Term English Learners "Orange"

RFKHS uses state and local formative and summative assessments to modify instruction and improve student achievement. Students are assessed regularly to track learning progress throughout the semesters. Teachers in the Mathematics, English, ELD, Science, Health, Social Studies, and World Language departments utilize multiple assessment tools. These include, but are not limited to standardized exams, teacher-developed tests, teacher-developed quizzes, chapter and unit tests, mid-chapter tests, FACS, multiple choice and essay exams, projects and portfolio assessments, performance tasks and labs, and class participation.

Robert F. Kennedy High School has a Local and State Assessment Coordinator (LSAC), who implements local and state assessments including but not limited to ELPAC, FACS, SBAC, and CAA. The LSAC assists teachers with Data Analysis of assessments to evaluate student learning, target areas of growth, and set student goals. Class grades, state standardized tests and ELPAC are effectively used to monitor and re-designate English Language Learners (ELL's). Class grades are also used by teachers to recommend students for more challenging courses and appropriate academic placement. The DJUHSD schedules biweekly Wednesday late-starts to provide collaborative time among cohorts. Cohort meetings are held to discuss and revise assessments. The results are analyzed and applied to refinement of pacing, lessons, and classroom instruction.

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

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

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

The Learning Director also assists teachers with data analysis of assessment to evaluate student learning, target areas of growth, and set student goals. Educational programs such as Listenwise, IXL, Pear Deck, Aeries Grade Book and Parent Portal, and Canvas LMS make the collection and sharing of assessment data much easier. The IXL benchmark assessments identify students for targeted after school tutorial in core subjects. Teachers update their Aeries gradebook regularly, providing parents with the ability to monitor grades and daily attendance, and have access to their child's assigned teacher information using Parent Portal at Aeries.net. Instructions to create a parent/student portal account are included in the annual parent information packet that is mailed to every RFK student household. Counselors developed an easy-to-follow parent portal tutorial video and written instructions in English and Spanish that are available on our

school website. Parents also receive the link through a text message via Parent Square for easy access to the information. As part of our Parent Workshop Series, the guidance counselors provide an Aeries Portal parent workshop to guide them through the step-by-step process of creating their respective accounts in a school computer lab.

Robert F. Kennedy High School is committed to ensuring that all students are involved in challenging learning experiences to meet the academic standards and the GLOBAL Student Learning Outcomes. Common Core standards and the GLOBAL Student Learning Outcomes serve as a foundation for our curriculum. Each department has course syllabi that reflects the standards to be implemented in alignment with its scope and sequence. Standards and GLOBAL Student Learning Outcomes are also posted in every classroom, administration building, offices, library, and cafeteria so that all students are continuously aware of the content area standards. Teachers have areas on their dry-erase boards that have a place for standards and the daily objective. In all core classes, RFKHS implements assessments referred to as FACS. These tests are given during the first three quarters of each academic school year. The FACS are designed by each department to ensure that the standards are mastered in each class. Most test results are recorded on-line for data analysis and accountability. Often, there are more than one assessment given per quarter (i.e. Reading, Writing and Speaking) within the subject area. Tests range from multiple choice, to essay writing, and oral presentations.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

For the 2024 Fall Dashboard, the following are student group(s) that were two or more performance levels below the "all student" performance:

English Learner Progress Indicator- English Learners and Long-Term English Learners were in low-orange level  
Mathematics- All Students performed in the high-green level, meeting grade level standards. Long-Term English Learners performed in the low-orange level. English Learners and Hispanics performed in the medium-yellow level.  
College/Career. all students' score was in the high-green range. English Learners and Long-Term English Learners performed in low-orange level.

Chronic Absenteeism did not have performance colors for all groups.

Graduation Rate, all students' performance was in the blue range (97.8% graduated). Long-Term English Learners performed in the medium-yellow level.

Suspension Rate, all students' performance was in the low-orange level. Hispanic and socioeconomically disadvantaged were in the low-orange level.

Robert F. Kennedy High School continuously uses data to modify instruction in meeting the needs of pupils of low socioeconomic status and close the achievement gap among student subgroups. Our school will continue to conduct an annual needs analysis based on evaluation of data and current actions. All actions for federal funds will supplement and enhance local priorities. RFKHS will continue to provide homeless students with services outlined in the McKinney-Vento Act. Our goal is to ensure all students receive a high-quality education and close the achievement gap for English learners and students with disabilities. Robert F. Kennedy High School will monitor and evaluate the implementation and effectiveness of instruction and student learning through the use of local and state assessments. Pupil academic achievement will be measured through the use of local formative and benchmark (summative) assessment results in English and mathematics. Formative assessment data is collected daily through quizzes, assignments, and Explicit Direct Instruction (EDI) to gauge learning and refine and modify instruction and curriculum. Summative (benchmark) assessment data will be collected and evaluated at the end of each term for effectiveness and refinement of instructional strategies and supplementary materials; social and emotional learning; and tutorials. This data will be used to inform ongoing decision making during staff collaboration time, school wide staff meetings, and parent meetings and trainings.

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

RFK will continue to use state and local formative and summative assessments to modify instruction and improve student achievement. Students are assessed regularly to track learning progress throughout the semesters. Teachers in the Mathematics, English, ELD, Science, Health, Social Studies, and World Language departments utilize multiple assessment tools. These include, but are not limited to standardized exams, teacher-developed tests, teacher-developed quizzes, chapter and unit tests, mid-chapter tests, FACS, multiple choice and essay exams, projects and portfolio assessments, performance tasks and labs, and class participation. Teachers conduct constant formative assessments to gather immediate feedback through checking for understanding practices, such as hand signals, quick-writes, asking questions throughout the lesson, warm-ups, closure activities, and skill/lesson summaries completed by students. A major emphasis will be in providing support the English Learners and Students with Disabilities.

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

**ELPAC:** RFKHS has made great strides in high-stakes exams. Based on the 2024 ELPAC data, it was determined that reading was one key area in need of improvement. The Common Core Standards stress a greater focus on critical and close reading of all texts and have a greater emphasis on informational and historical texts. In order to continue improving student achievement in listening and speaking, students are encouraged to answer in complete sentences; teachers are integrating and

emphasizing academic vocabulary, and students are using the English language, through active participation, at least fifty percent of the time. ELLs take the ELPAC test annually and according to their test scores, core class grades, and SBAC scores, are re-designated as Fluent English Proficient (FEP) and monitored annually for progress. For the 2024-2025 school year, class grades, state standardized tests and ELPAC are effectively used to monitor and re-designate English Language Learners (ELL's). Class grades are also used by teachers to recommend students for more challenging courses and appropriate academic placement.

**PFT:** All students in grades nine must be administered the Physical Fitness Test during February 2025 and May 2025. The Physical Education Department analyzes the PFT data to modify curriculum.

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

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

**ADVANCED PLACEMENT:** The number of students taking AP remained steady in 2024. AP teachers, in conjunction with the administration, analyze the AP test results of their students. These examinations of AP test results are used to assess current teaching pedagogies and methodologies, scope and sequencing, assessments, and course materials. From these results, new goals are established. The decline in the number of students taking AP courses is attributed to the increase of dual and concurrent enrollment courses completed by students.

**AERIES GRADEBOOK:** Scholarship warnings identify students in need of intervention strategies and support from their guidance counselor. Students are assigned the same counselor from the start of their freshman year through graduation. Counselors refer students to afterschool tutoring which is monitored through attendance logs and Aeries.

**CANVAS LMS:** The Canvas poll tool provides teachers immediate feedback of student responses simultaneously during a lesson. Teachers use the immediate feedback to identify the need for re-teaching and other EDI instructional strategies. Assessments can also be graded immediately, allowing teachers the ability to refine, modify, and adjust the next day's instruction.

**PEAR DECK:** With Pear Deck, teachers can maintain ownership over content and wrap existing curriculum in instructional best practices. Teachers can use real-time formative assessments to adjust instruction and provide students with immediate feedback.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

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

A needs assessment analysis is conducted annually and reviewed by the district Curriculum and Instruction committee and correlated to the Single Plan for Student Achievement. The needs, goals and objectives are also developed and reviewed with key stakeholders that include teachers, staff, parents, students, parent advisory groups and community members. The data analyzed includes SBAC, ELPAC and AP assessments. The data was broken down by subgroups, grade levels, subjects. Once the data was collected it was analyzed for achievement gaps and academic performance among subgroups as well as local and state averages.

WASC SPSA and Self-Study Visiting Committee Report October 9-11, 2023:

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in

the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

1. Develop and implement a comprehensive, integrated and multi-tiered system of academic supports across all content areas and grade levels that prioritizes the achievement of English Learners and Students with Disabilities to close persistent achievement gaps.
2. Focus on literacy and numeracy across all disciplines and grade levels as a means to improve achievement for all students.
3. Continue to strengthen and publicize the multi-tiered system of supports to all students in order to address socio-emotional, health, attendance and discipline needs and further promote a warm, welcoming and supportive school climate.

In addition, the visiting committee identified one additional concrete, specific growth areas that need to be addressed:

4. Continue to engage in deep analysis of formative student achievement data to identify struggling learners as well as the gaps in their learning, inform instructional decisions and the development of embedded interventions to promote higher levels of student achievement as well as promote the implementation of effective research-based, student-centered instructional approaches.

#### English Learner Advisory Committee (ELAC):

We hold ELAC meetings throughout the year to get feedback that allows us to meet the needs of our ELD students.

Based on our ELAC annual needs assessment surveys, the areas below are items that we will continue to support to promote a positive learning experience for our students:

- Parent/Student Handbook
- Review Identification & Assessment of English Learners
- Overview of Program Options for ELs
- Reclassification Procedures
- School Site Plan
- Parent Complaint Procedures
- School Reports
- Mental Health and Counseling Services
- Parent Nights/Trainings for Parents
- Schoolwide Interventions
- Presentations regarding school programs

In addition, the parents would also like us to continue to provide school security to ensure a safe and orderly campus and mental health and counseling services. Lastly, the ELAC parents would like us to continue to provide professional development for teachers to empower them to serve our students at RFK.

Robert F. Kennedy High School is committed to ensuring that all students are involved in challenging learning experiences to meet the academic standards and the GLOBAL Student Learning Outcomes. Common Core standards and the GLOBAL Student Learning Outcomes serve as a foundation for our curriculum. Each department has course syllabi that reflects the standards to be implemented in alignment with its scope and sequence. Standards and GLOBAL Student Learning Outcomes are also posted in every classroom, administration building, offices, library, and cafeteria so that all students are continuously aware of the content area standards. Teachers have areas on their dry-erase boards that have a place for standards and the daily objective. In all core classes, RFKHS implements assessments referred to as FACS. These tests are given during the first three quarters of each academic school year. The FACS are designed by each department to ensure that the standards are mastered in each class. Most test results are recorded on-line for data analysis and accountability. Often, there are more than one assessment given per quarter (i.e. Reading, Writing and Speaking) within the subject area. Tests range from multiple choice, to essay writing, and oral presentations.

#### English Department Goals: 2025-2026

Robert F. Kennedy's English Department is committed to supporting the District literacy plan and improved student achievement. Across all grade levels, the Department has set goals to have students regularly use and be comfortable with ACE and Annotation strategies. The Department also has committed to improving our pacing guides, scope and sequences, and grade level expectations to better exemplify vertical alignment between grade levels and preparation for CAASPP state testing.

This year, to support improved achievement on the CAASPP in the area of reading and recognizing that CAASPP achievement is a reflection of grades 9-11, we have set the following achievement goals for FIAB/IABS:

- 9th grade: 70% near standard or higher on 7th grade FIAB/IABS (RI/RL)
- 10th grade: 70% near standard or higher on 8th grade FIAB/IABS (RI/RL)
- 11th grade: 75% on FIAB/IABS (RI/RL)
- ACE: 9th grade 60% reaching 2 on ACE rubric.

ACE: 10th 70% of students will earn a 2 by the end of the year

ACE: 11th 85% of students will earn by the end of the year

This year, we will improve student achievement on the CAASPP with an increase of 3% more students meeting or exceeding standard. The percentage of EL and SwD meeting or exceeding standard on the ELA CAASPP will improve 3% or more compared to the previous year's scores.

English 9: Students will be able to incorporate ACE appropriately by the end of the 1st quarter. By the end of 3rd quarter consistently elaborating on evidence rather than just explaining evidence; by the end of 4th quarter, teachers will introduce weaving of evidence and elaboration to students, and students should be attempting to weave by the end of the school year.

English 10: Students will be able to incorporate woven ACE evidence by the end of the 3rd quarter consistently. By the end of the year, students will begin to move away from ACE formula to more varied writing formats, still incorporating the key elements of ACE; students will understand that ACE is not a sequence. By the end of the year, students should be able to establish a line of reasoning in which they effectively elaborate on their evidence and connect it back to the topic sentence (A).

English 11: Students will weave and regularly use two or more pieces of textual evidence when using ACE by the end of the 1st quarter. By CAASPP testing, students will be able to elaborate effectively on both pieces of evidence to establish a line of reasoning that connects multiple pieces of evidence together, demonstrating how they are related and work together to support the topic sentence (A).

ELD Department Goals for 2025-26:

The largest group of RFK ELD students consists of L3 (38.6%). The ELD department will reduce the number of L3 students by 10% and improve their performance on ELPAC to help them become proficient. The department will modify the current data analysis process.

Mathematics Department Goals 2025-2026

This school year, Algebra 1 has about 40% failure rate. We want to reduce the failure rate to about 35% by the end of the 1st semester next school year. This school year, Geometry has about 30% failure rate. We want to reduce the failure rate to about 25% by the end of the 1st semester next school year. This school year, Algebra 2 has about 25% failure rate. We want to reduce the failure rate to about 20% by the end of 1st semester of next school year

Science Department Goals 2025-2026

For the 25-26 school year we would like to see an increase in the number of students that meet or exceed the standards on the CAST test and improve student performance in key subgroups. Increase opportunities for students to engage with, analyze and create relevant stimuli to provide them with continuous experience working with an abundance of information when only a small portion of the data may be necessary to respond to a question

Social Studies Department goals 2025-2026:

Department Expectations for Students

We will start with a base line success rate of 80% proficient for each of the Historical Thinkings Skills: Sourcing, Close Reading, Corroboration and Contextualizing. We will instruct students with the skills necessary to properly source a document. This includes being able to answer questions such as who wrote the document? When and why was it written? Is the source believable, and what is the authors point of view. We will instruct students with the skills necessary to properly close read a document and be able to understand what claims the author makes, what evidence the author uses to support those claims? What words or phrases does the author use to convince the read that they are right, and what information does the author leave out? We will instruct students with the skills necessary to properly contextualize a document and be able to describe what was going on at the time the document was written, what it was like to be alive at that time and what it would look like to see this event through the eyes of someone who lived back then? We will instruct students with the lesson necessary to properly apply the historical thinking skills: Sourcing, Close Reading, Contextualizing and Corroboration.

-Tutorials;

-Focus on EL and special needs students for tutorial

-Establish review sessions for Advanced Placement Courses (Economics AP-Government AP)

-Increase design intervention lessons/strategies for tutorial. Start tutorial early on second week of class as students need to retake exams for absences and other reasons and not fall behind during class time

-Increase document analysis instruction including reading, writing, critical thinking, evaluating diverse points of view regarding issues, and coming to conclusions regarding likely historical truths given wide ranges of historical interpretations.

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

#### World Language Department's Goals for 2025-2026:

AP passing grades for Spanish Language and Culture have been dropping in the last four years. Bring back the high passing rate of 90% or higher for Spanish 3AP. Explore students' interests to make the classroom relevant to their lives. AP Spanish Lit students do not meet the reading goal by the end of the school year. Make sure they read 90-100% of the required readings before the AP Exam date.

At Robert F. Kennedy, the principal, two assistant principals and learning director regularly perform formal observations, and informal walk-throughs to evaluate instructional strategies and effectiveness of classroom management and lesson design. The formal observations are conducted as part of the evaluation process for provisional and probationary teachers; tenured teachers typically occurring on a biennial basis. The process of formal evaluations consist of a pre-conference; one or more formal observations of a full period; post conference(s) to provide teachers with immediate and effective feedback; and one or more walk-throughs (not a full period) to determine progress of instructional practices. Evaluations of instruction serve to guide improvement of teaching skills, to recognize and reinforce teaching excellence, to help teachers focus on student outcomes, identify best practices, and to plan professional development. The evaluation process enables site administration to evaluate instructional strategies and effectiveness as well as classroom management and lesson design. The process also allows for constructive feedback and an overall score of the teacher's performance. EL instructional strategies are also informally tracked using a classroom walk-through monitoring tool to determine individual or school-wide professional development needs. The walk-through monitoring tool helps collect data of instructional strategies and practices being implemented in the classroom and is used to provide teachers with timely and effective feedback. The informal walk-throughs are held weekly, sometimes daily, to determine the implementation of effective practices and gaining insights into next steps.

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

At Robert F. Kennedy High School, we regularly ask our students, parents, and staff to respond to questions about students' achievement and supports for student learning. All surveys are provided in English and Spanish. Surveys are administered via personal phone calls, Parent Square emails/text messaging, and Microsoft Forms. We have found that such an activity provides us with valuable feedback about how we are doing in our quest to provide an exemplary education to our students. Parent, student, and teacher surveys are conducted regularly (spring, summer, and fall) to gauge instruction, student needs, and academic achievement. Some of our surveys and the implications are below:

#### Parent Surveys - Spring 2025

- 93% of parents agreed that the school has sufficient standards aligned instructional materials in history, English, mathematics, science, health, World Languages, and ELD.
- 95% of parents agreed that the school facility is in good repair.
- 88% of parents agreed that the school involves parents in providing input in making decisions for the school/district.
- 92% of parents agreed that the school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.
- 95% of parents agreed that the school/district prepares students for college or career pathways.
- 92% of parents agreed that the district/school effectively addresses attendance, dropout, and graduation.
- 93% of parents agreed that the school provides alternatives to suspension for minor offenses such as disruption or defiance.
- 85% of parents agreed that students feel safe while at school and students feel connected to school.
- 7% of parents indicated that their child has experienced chronic sadness or hopeless feelings in the past 12 months.
- 97% of parents agreed that the school provides access to a broad course of study.

#### Student Surveys - Spring 2025

- 96% of students agreed that the school has sufficient standards aligned instructional materials in history, English, mathematics, science, health, World Languages, and ELD.
- 84% of students agreed that the school facility is in good repair.
- 78% of students agreed that the school involves parents in providing input in making decisions for the school/district.
- 91% of students agreed that the school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.
- 93% of students agreed that the school/district prepares them for college or career pathways.

- 93% of students agreed that the district/school effectively addresses attendance, dropout, and graduation.
- 87% of students agreed that the school provides alternatives to suspension for minor offenses such as disruption or defiance.
- 89% of students agreed that they feel safe at school.
- 72% of students feel connected to school.
- 20% of students indicated that they have experienced chronic sadness or hopeless feelings in the past 12 months.
- 86% of students agreed that the school provides access to a broad course of study.

In April 2025, the RFK faculty completed the Robert F. Kennedy High School Teacher survey. 100% of teachers who participated in the survey shared suggestions to improve professional development needs. Most teachers suggested content-specific training to improve best teaching practices and maximize learning. Some of the results are as follows:

- 96% of teachers felt that students have sufficient access to the standards aligned instructional materials.
- 89% of teachers feel the school facility is in good repair.
- 99% of teachers feel safe while in school.
- 96%% of teachers feel connected to the school.
- Teachers rated the progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks in Core classes.

Robert F. Kennedy High School continuously strives to ensure that all teachers are highly qualified to teach in each of the academic areas. Several staff members at RFKHS are in the early stage of their professional careers. New teachers are provided support as well as evidence-based professional development opportunities for all teachers. Mentors are provided for all Provisional Internship Permit (PIP), Short-term Internship Permit (PIP), Waivers, Interns, & Induction Program teachers for support and guidance. Academic coaches provide instructional support and training throughout the year for all teachers and this subgroup as well. Teachers, based on need or request, are provided a substitute to observe master teachers modeling instructional strategies and best practices. The Learning Director also meets with new teachers monthly or on an as needed basis to provide support in research-based instructional strategies and best practices. Professional development activities are strategically scheduled to support new teachers.

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

Teachers continue to develop professionally toward advanced degrees, clear credential classes, and individual Professional Learning Opportunities.

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

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

At RFKHS, we utilize content experts and instructional coaches such as the site Learning Director, Department Chairs, Department Coaches, an LSAC, site administrators, and a district Director of Curriculum and Instruction to provide ongoing instructional assistance and support for teachers. Ongoing instructional assistance and support for teachers

consists of professional development, modeling of lessons, co-teaching, lesson planning with teachers, working with small groups of at-risk students, data analysis and student intervention coordination. The Learning Director spearheads the New Teacher Academy at RFKHS. The Learning Director meets with new teachers to discuss concerns and issues, especially curricular ones, that new teachers may face. These meetings cover everything from best instructional practices, collaborating across their cohort, seeking guidance from their department chair for curricular materials and resources, to utilizing remaining time at the end of a class period by checking for understanding, using questioning techniques or exit tickets, or a variety of other strategies. The Learning Director also conducts periodic informal classroom observations using our instructional tool that provides teachers with immediate feedback and allows site administration to collect data for needed professional development. Dependent on the experience of new teachers, they are provided appropriate mentors through our District, Kern County Office of Education, or TIP. Teachers are encouraged to continuously refine their professional practices through participating in professional organizations and through increasing their subject-matter knowledge. RFKHS has adopted a school-wide practice of setting clear lesson objectives and "Checking for Understanding" to ensure students are mastering standards as lessons are being taught. Future support efforts include ongoing training on PLC, Thinking Maps, EDI, DOK, and ELD Strategies. Teachers will also continue to receive support through their cohorts.

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Robert F. Kennedy High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | 0.31%                 | 0.15%  | %      | 4                  | 2     |       |
| African American               | 0.77%                 | 0.88%  | 0.59%  | 10                 | 12    | 8     |
| Asian                          | 0.54%                 | 0.51%  | 0.66%  | 7                  | 7     | 9     |
| Filipino                       | 6.33%                 | 5.71%  | 5.71%  | 82                 | 78    | 78    |
| Hispanic/Latino                | 90.66%                | 91.15% | 91.72% | 1,175              | 1246  | 1252  |
| Pacific Islander               | 0.23%                 | 0.22%  | %      | 3                  | 3     |       |
| White                          | 1.00%                 | 1.24%  | 1.10%  | 13                 | 17    | 15    |
| Two or More Races              | 0.15%                 | 0.15%  | 0.22%  | 2                  | 2     | 3     |
| Not Reported                   | %                     | 0%     | %      | 0                  | 0     |       |
| <b>Total Enrollment</b>        |                       |        |        | 1,296              | 1367  | 1365  |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Grade 9                           | 324                | 375   | 350   |
| Grade 10                          | 337                | 323   | 356   |
| Grade 11                          | 324                | 331   | 319   |
| Grade 12                          | 311                | 338   | 340   |
| <b>Total Enrollment</b>           | 1,296              | 1,367 | 1,365 |

#### Conclusions based on this data:

1. Robert F. Kennedy's enrollment slightly dropped by 5% or 49 students in 2021-2022; however, in 2022-2023 the enrollment has increased by 5.7% or 78 during the current school year. Currently for the 2023-2024, student enrollment is 1,357.
2. Enrollment by student group has remained consistent over the years with approximately 90% Hispanic/Latino. The overall student enrollment remains steady with slight growth. Our English Learner enrollment number exceeds the state averages but remains steady over time. Our student population is a reflection of the Delano community,

also known as an international community due to its diverse population. The RFK student populations is predominantly Hispanic and Filipino.

3. As of April 24, 2024, there are 1337 students enrolled at RFKHS. In addition, a total of 20 students are enrolled in RFKHS's alternative program for a total enrollment of 1,357 students.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                              | 429                | 325   | 298   | 33.1%               | 23.8% | 21.8% |
| Fluent English Proficient (FEP)               | 576                | 679   | 699   | 44.4%               | 49.7% | 51.2% |
| Reclassified Fluent English Proficient (RFEP) | 29                 | 52    |       | 9.10%               | 16%   |       |

### Conclusions based on this data:

1. While there is a steady increase in the total enrollment at our school, there is a 9.3% decrease in the number of English learners from the 2021-22 to the 2022-23 school year. The drop in EL enrollment is partly due to the increase in our reclassification rates.
2. The number of reclassified students decreased by 5% from 2020-21 to 2021-22. Currently, 16% of students have been reclassified during the 2022-23 school year: a 6.9% increase from the 2021-2022 school year.
3. The number of Fluent English Proficient Students from the 2020-21 to the 2021-22 school year decreased by 5.4% and increased by 5.34% so far in 2022-23.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 11                               | 312                    | 318   | 308   | 304                  | 313   | 307   | 303                       | 313   | 307   | 97.4                          | 98.4  | 99.7  |
| All Grades                             | 312                    | 318   | 308   | 304                  | 313   | 307   | 303                       | 313   | 307   | 97.4                          | 98.4  | 99.7  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 11                             | 2607.            | 2607. | 2634. | 28.05               | 26.84 | 34.85 | 34.65          | 34.19 | 34.20 | 21.12                 | 21.09 | 20.20 | 16.17              | 17.89 | 10.75 |
| All Grades                           | N/A              | N/A   | N/A   | 28.05               | 26.84 | 34.85 | 34.65          | 34.19 | 34.20 | 21.12                 | 21.09 | 20.20 | 16.17              | 17.89 | 10.75 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11   | 27.06            | 23.96 | 29.64 | 52.81                 | 57.83 | 57.00 | 20.13            | 18.21 | 13.36 |
| All Grades   | 27.06            | 23.96 | 29.64 | 52.81                 | 57.83 | 57.00 | 20.13            | 18.21 | 13.36 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11  | 33.33            | 34.19 | 39.41 | 53.47                 | 49.84 | 52.44 | 13.20            | 15.97 | 8.14  |
| All Grades  | 33.33            | 34.19 | 39.41 | 53.47                 | 49.84 | 52.44 | 13.20            | 15.97 | 8.14  |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11  | 13.53            | 14.70 | 17.26 | 72.94                 | 71.88 | 76.87 | 13.53            | 13.42 | 5.86  |
| All Grades  | 13.53            | 14.70 | 17.26 | 72.94                 | 71.88 | 76.87 | 13.53            | 13.42 | 5.86  |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11   | 26.40            | 23.00 | 30.62 | 61.06                 | 64.54 | 61.24 | 12.54            | 12.46 | 8.14  |
| All Grades   | 26.40            | 23.00 | 30.62 | 61.06                 | 64.54 | 61.24 | 12.54            | 12.46 | 8.14  |

**Conclusions based on this data:**

1. The participation rate for CAASPP testing has always been over 95%. In 2020-21, 56.4% of RFK students either met or exceeded the standards overall in English Language Arts. For the 2021-2022 school year, 62.7% met or exceeded the standard, an increase of 6.3%. For the 2022-2023 school year, there was a slight decrease from the previous year with 61.03% of our students meeting or exceeding the standards. In all areas of the ELA CAASSP, there are mixed results. We have remained consistent in the percentage of students scoring below standard in all areas. There was a 5% increase in reading at or near standard and 1% increase in those scoring above standard from the year 2021-22 to 2022-23 year. In writing, there was an insignificant decrease or improvement from the previous years. There was a decrease of 9.7% in reading; a 1% increase in writing and listening; and 3.4% decrease in research/inquiry.
2. The RFKHS staff will continue to analyze student performance data as well as refine instructional and support programs in order to continue to improve national, state, and local assessment results. We will continue to provide targeted tutorials after school to help support students.
3. RFKHS will focus on all strands with added emphasis on the reading and listening strands as the areas of most need.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| <b>Grade 11</b>                        | 312                    | 318   | 308   | 300                  | 313   | 307   | 300                       | 313   | 307   | 96.2                          | 98.4  | 99.7  |
| <b>All Grades</b>                      | 312                    | 318   | 308   | 300                  | 313   | 307   | 300                       | 313   | 307   | 96.2                          | 98.4  | 99.7  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| <b>Grade 11</b>                      | 2549.            | 2537. | 2572. | 10.33               | 4.15  | 11.73 | 15.00          | 16.61 | 18.89 | 24.33                 | 26.52 | 27.04 | 50.33              | 52.72 | 42.35 |
| <b>All Grades</b>                    | N/A              | N/A   | N/A   | 10.33               | 4.15  | 11.73 | 15.00          | 16.61 | 18.89 | 24.33                 | 26.52 | 27.04 | 50.33              | 52.72 | 42.35 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| <b>Grade 11</b>  | 15.33            | 8.31  | 16.29 | 41.67                 | 40.89 | 48.21 | 43.00            | 50.80 | 35.50 |
| <b>All Grades</b>  | 15.33            | 8.31  | 16.29 | 41.67                 | 40.89 | 48.21 | 43.00            | 50.80 | 35.50 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| <b>Grade 11</b>  | 13.00            | 9.90  | 12.38 | 58.00                 | 60.70 | 57.33 | 29.00            | 29.39 | 30.29 |
| <b>All Grades</b>  | 13.00            | 9.90  | 12.38 | 58.00                 | 60.70 | 57.33 | 29.00            | 29.39 | 30.29 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11   | 8.67             | 6.39  | 11.40 | 67.00                 | 64.54 | 67.10 | 24.33            | 29.07 | 21.50 |
| All Grades   | 8.67             | 6.39  | 11.40 | 67.00                 | 64.54 | 67.10 | 24.33            | 29.07 | 21.50 |

**Conclusions based on this data:**

1. Compared to the 2021-22 school year, the number of students who either met or exceeded standards in Mathematics decreased by nearly 5% in 2022-23. In 2021-2022 there was an increase of nearly 8% from the 2020-21 school year. However, for the 2022-2023 school year, there was a significant decrease in performance from the previous school year. We will continue to provide support for all students; however, we will emphasize supporting our English Learners and Students with Disabilities in meeting state standards.
2. In 2022-23, RFKHS students performed the strongest in the Problem Solving and Modeling & Data Analysis claim and Communicating Reasoning with just above 70% of our students At/Near or Above standards. An area of concern is that we have not made enough improvement in decreasing the percentage of students performing below standard.
3. Concepts and Procedures remains our lowest performing claim according to 2022-23 data. More application of mathematical concepts is needed along with tools and strategies to solve problems. Students need more exposure to these concepts along with a variety of instructional strategies to reinforce them. We will continue to analyze student data and provide professional development for Mathematics teachers in research-based instructional strategies to address areas of concerns.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|  | 21-22   | 22-23  | 23-24  | 21-22         | 22-23  | 23-24  | 21-22            | 22-23  | 23-24  | 21-22                     | 22-23 | 23-24 |
| 9  | 1544.6  | 1541.8 | 1515.0 | 1534.3        | 1532.8 | 1499.2 | 1554.3           | 1550.4 | 1530.1 | 105                       | 75    | 90    |
| 10   | 1564.4  | 1576.2 | 1556.9 | 1554.0        | 1571.5 | 1554.0 | 1574.2           | 1580.5 | 1559.4 | 120                       | 92    | 67    |
| 11   | 1565.9  | 1571.2 | 1601.1 | 1553.8        | 1558.7 | 1593.8 | 1577.6           | 1583.0 | 1608.0 | 76                        | 80    | 65    |
| 12   | 1550.8  | 1562.6 | 1568.3 | 1541.3        | 1566.7 | 1566.5 | 1559.9           | 1558.0 | 1569.8 | 69                        | 61    | 55    |
| All Grades   |         |        |        |               |        |        |                  |        |        | 370                       | 308   | 277   |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | 14.29   | 10.67 | 6.67  | 40.00   | 44.00 | 34.44 | 26.67   | 28.00 | 30.00 | 19.05   | 17.33 | 28.89 | 105                      | 75    | 90    |
| 10  | 20.00   | 31.52 | 14.93 | 47.50   | 39.13 | 38.81 | 22.50   | 23.91 | 35.82 | 10.00   | 5.43  | 10.45 | 120                      | 92    | 67    |
| 11  | 21.05   | 20.25 | 40.00 | 34.21   | 43.04 | 40.00 | 31.58   | 24.05 | 18.46 | 13.16   | 12.66 | 1.54  | 76                       | 79    | 65    |
| 12  | 13.04   | 18.03 | 18.18 | 26.09   | 34.43 | 41.82 | 40.58   | 32.79 | 25.45 | 20.29   | 14.75 | 14.55 | 69                       | 61    | 55    |
| All Grades  | 17.30   | 20.85 | 18.77 | 38.65   | 40.39 | 38.27 | 28.92   | 26.71 | 27.80 | 15.14   | 12.05 | 15.16 | 370                      | 307   | 277   |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9  | 22.86   | 18.67 | 16.67 | 45.71   | 45.33 | 41.11 | 11.43   | 22.67 | 16.67 | 20.00   | 13.33 | 25.56 | 105                      | 75    | 90    |
| 10   | 24.17   | 39.13 | 32.84 | 57.50   | 35.87 | 40.30 | 10.00   | 19.57 | 19.40 | 8.33    | 5.43  | 7.46  | 120                      | 92    | 67    |
| 11   | 23.68   | 30.38 | 47.69 | 51.32   | 49.37 | 41.54 | 15.79   | 7.59  | 10.77 | 9.21    | 12.66 | 0.00  | 76                       | 79    | 65    |
| 12   | 21.74   | 31.15 | 34.55 | 40.58   | 44.26 | 34.55 | 23.19   | 19.67 | 18.18 | 14.49   | 4.92  | 12.73 | 69                       | 61    | 55    |
| All Grades   | 23.24   | 30.29 | 31.41 | 49.73   | 43.32 | 39.71 | 14.05   | 17.26 | 16.25 | 12.97   | 9.12  | 12.64 | 370                      | 307   | 277   |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | 5.71    | 5.33  | 3.33  | 26.67   | 25.33 | 20.00 | 39.05   | 40.00 | 41.11 | 28.57   | 29.33 | 35.56 | 105                      | 75    | 90    |
| 10  | 13.33   | 10.87 | 7.46  | 30.83   | 40.22 | 35.82 | 42.50   | 35.87 | 32.84 | 13.33   | 13.04 | 23.88 | 120                      | 92    | 67    |
| 11  | 17.11   | 11.39 | 29.23 | 22.37   | 27.85 | 26.15 | 38.16   | 43.04 | 33.85 | 22.37   | 17.72 | 10.77 | 76                       | 79    | 65    |
| 12  | 5.80    | 6.56  | 9.09  | 20.29   | 19.67 | 20.00 | 47.83   | 47.54 | 49.09 | 26.09   | 26.23 | 21.82 | 69                       | 61    | 55    |
| All Grades  | 10.54   | 8.79  | 11.55 | 25.95   | 29.32 | 25.27 | 41.62   | 41.04 | 38.99 | 21.89   | 20.85 | 24.19 | 370                      | 307   | 277   |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | 5.71           | 12.00 | 7.78  | 74.29               | 72.00 | 61.11 | 20.00     | 16.00 | 31.11 | 105                      | 75    | 90    |
| 10  | 5.83           | 17.39 | 8.96  | 87.50               | 75.00 | 80.60 | 6.67      | 7.61  | 10.45 | 120                      | 92    | 67    |
| 11  | 11.84          | 6.33  | 18.46 | 69.74               | 74.68 | 73.85 | 18.42     | 18.99 | 7.69  | 76                       | 79    | 65    |
| 12  | 4.35           | 6.56  | 9.09  | 72.46               | 73.77 | 74.55 | 23.19     | 19.67 | 16.36 | 69                       | 61    | 55    |
| All Grades  | 6.76           | 11.07 | 10.83 | 77.30               | 73.94 | 71.48 | 15.95     | 14.98 | 17.69 | 370                      | 307   | 277   |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9  | 63.81          | 64.00 | 52.22 | 19.05               | 22.67 | 21.11 | 17.14     | 13.33 | 26.67 | 105                      | 75    | 90    |
| 10   | 69.17          | 81.52 | 59.70 | 22.50               | 11.96 | 25.37 | 8.33      | 6.52  | 14.93 | 120                      | 92    | 67    |
| 11   | 52.63          | 75.95 | 84.62 | 36.84               | 16.46 | 13.85 | 10.53     | 7.59  | 1.54  | 76                       | 79    | 65    |
| 12   | 55.88          | 77.05 | 69.09 | 27.94               | 18.03 | 18.18 | 16.18     | 4.92  | 12.73 | 68                       | 61    | 55    |
| All Grades   | 61.79          | 74.92 | 64.98 | 25.47               | 16.94 | 19.86 | 12.74     | 8.14  | 15.16 | 369                      | 307   | 277   |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | 13.33          | 9.33  | 7.78  | 46.67               | 50.67 | 42.22 | 40.00     | 40.00 | 50.00 | 105                      | 75    | 90    |
| 10  | 21.67          | 22.83 | 16.42 | 55.00               | 58.70 | 52.24 | 23.33     | 18.48 | 31.34 | 120                      | 92    | 67    |
| 11  | 19.74          | 17.72 | 30.77 | 47.37               | 49.37 | 52.31 | 32.89     | 32.91 | 16.92 | 76                       | 79    | 65    |
| 12  | 8.70           | 6.56  | 10.91 | 47.83               | 45.90 | 56.36 | 43.48     | 47.54 | 32.73 | 69                       | 61    | 55    |
| All Grades  | 16.49          | 14.98 | 15.88 | 49.73               | 51.79 | 49.82 | 33.78     | 33.22 | 34.30 | 370                      | 307   | 277   |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>9</b>  | 2.86           | 1.33  | 2.22  | 79.05               | 80.00 | 72.22 | 18.10     | 18.67 | 25.56 | 105                      | 75    | 90    |
| <b>10</b>   | 4.17           | 4.35  | 4.48  | 85.00               | 93.48 | 80.60 | 10.83     | 2.17  | 14.93 | 120                      | 92    | 67    |
| <b>11</b>   | 17.11          | 22.78 | 27.69 | 68.42               | 68.35 | 72.31 | 14.47     | 8.86  | 0.00  | 76                       | 79    | 65    |
| <b>12</b>   | 13.04          | 19.67 | 10.91 | 72.46               | 63.93 | 80.00 | 14.49     | 16.39 | 9.09  | 69                       | 61    | 55    |
| <b>All Grades</b>   | 8.11           | 11.40 | 10.47 | 77.57               | 77.85 | 75.81 | 14.32     | 10.75 | 13.72 | 370                      | 307   | 277   |

**Conclusions based on this data:**

1. The number of EL students increased with 28% of students classified as EL in 2020-2021, and 29% (375 students) in the 2021-22 school year. However, there was a decrease of 23.8% in 2022-23 with (308 students); this may be due to the increase in reclassification of our ELD students.
2. Students continue to perform the strongest in the Speaking Domain with 74.92% of all students scoring as well-developed in 2022-223 and 61.79% in 2021-22. Overall, students scored the lowest in the Reading Domain with nearly 34% of students at the beginning performance level. Most of our EL students are scoring in the Somewhat/Moderately developed performance level in the Listening and Writing domains. To provide support, we offer 2-days of English and ELD after school tutorial class for targeted EL students. During the 2021-22 school year, all comprehensive sites and the continuation high school began working collaboratively on a literacy plan to improve overall skills for our students. We continue to provide professional development for our staff members in alignment with our district's literacy plan. The plan includes ongoing professional development of teachers for the implementation of best practices to improve teaching and learning.
3. EL students are enrolled in a designated ELD course to ensure all EL students have the support they need to improve in English language acquisition. The support class emphasizes the development of English listening, reading, writing and reading skills for students.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2023-24 Student Population  |  |  |   |
|---|--|--|---|
| Total Enrollment  | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| 1,365   | 92.4%  | 21.8%  | 0.1%  |
| Total Number of Students enrolled in Robert F. Kennedy High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 298   | 21.8%      |
| Foster Youth                                      | 2     | 0.1%       |
| Homeless  | 4     | 0.3%       |
| Socioeconomically Disadvantaged                   | 1,261 | 92.4%      |
| Students with Disabilities                        | 152   | 11.1%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 8     | 0.6%       |
| American Indian              | 0     | 0.0%       |
| Asian                        | 9     | 0.7%       |
| Filipino                     | 78    | 5.7%       |
| Hispanic                     | 1,252 | 91.7%      |
| Two or More Races            | 3     | 0.2%       |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 15    | 1.1%       |

### Conclusions based on this data:

- RFK's enrollment continues to increase over the past three years with over 90% being Hispanic. Our second largest student group is Filipino at 6%. Although our enrollment has increased to 1345 (11% are in an alternative

educational setting) in 2022-23 the percentage distribution of race/ethnicity remains consistent. The majority of our students are socioeconomically disadvantaged. As of May 8, 2023, our enrollment is at 1296 students attending in-person instruction and 52 students on Long Term Independent Studies as an alternative education with similar distribution of demographics (total of 1348 student enrollment).

2. In the 2021-22 school year, 431 students were EL on census day (33.15%) and 326 students (23.7%) in 2022-23. The number of EL students was nearly 10% higher in 2021-22 due to decrease in reclassifications during the 2020-2021 distance learning year.
3. The students with disabilities group has been consistent the past three years, averaging 10% of student enrollment with a slight increase of 1.9% in 2020-2021 and nearly a 1% increase in 2021-22 and in 2022-2023 at 11% on census day.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Blue

#### Academic Engagement

##### Graduation Rate



Blue

#### Conditions & Climate

##### Suspension Rate



Orange

##### Mathematics



Green

##### English Learner Progress



Orange

##### College/Career



Green

**Conclusions based on this data:**

1. For the 2023-24 test year, the percentage of students meeting or exceeding standards in ELA is 69%; improving 8% from the 2022-2023 school year.
2. The percentage of students meeting or exceeding standards in mathematics increased from the previous school year. For the 2023-24 year, the percentage of students meeting or exceeding in math is 30%. There is a need to focus on improving mathematics achievement. Especially the English Learners and Long-Term English Learners
3. Graduation rates for Robert F. Kennedy High School remain the highest performance level; for the 2023-24, over 97% of students graduated within four years. RFK has maintained the graduation rates for the past several years. There is a need to increase graduation rates of students Long-Term English Learners

# School and Student Performance Data

## Academic Performance English Language Arts

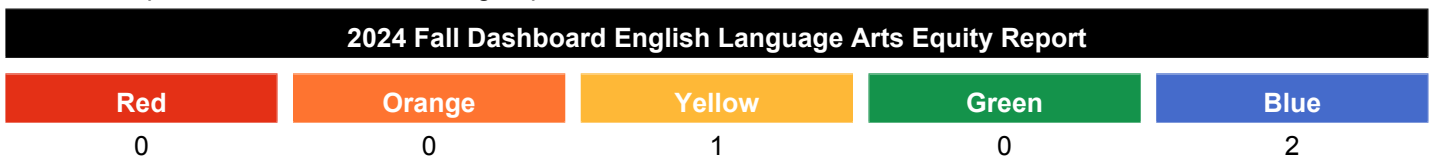
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group                                      |   |  |
|---|---|--|
| <p><b>All Students</b></p> <p>Blue</p> <p>54.6 points above standard</p> <p>Increased 28.8 points</p> <p>297 Students</p> | <p><b>English Learners</b></p> <p>Yellow</p> <p>15.5 points below standard</p> <p>Increased 36.3 points</p> <p>114 Students</p> | <p><b>Long-Term English Learners</b></p> <p>Yellow</p> <p>43.4 points below standard</p> <p>Increased 24.8 points</p> <p>70 Students</p>     |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>                                | <p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>52.2 points above standard</p> <p>Increased 29.7 points</p> <p>276 Students</p> |

|  |  |   |
|--|--|---|
| <p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>54.4 points below standard</p> <p>Increased 35.2 points</p> <p>23 Students</p> | <p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>                            | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>98.7 points above standard</p> <p>Increased 24.9 points</p> <p>21 Students</p> | <p><b>Hispanic</b></p>  <p>Blue</p> <p>49.6 points above standard</p> <p>Increased 25.3 points</p> <p>271 Students</p> |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>                        |

**Conclusions based on this data:**

1. ELA teachers analyzed the scores and proceeded with the use of IAB's and the modified scope-and-sequence for continued growth. For the 2023-24 test year, RFK students were at 54.6 points above standard, which increased 28.8 from the previous year.
2. Two subgroups performed below all students in English Language Arts. Our English Learners and Long-Term English Learners performed in the medium-yellow level.
3. We will continue to focus on the performance of subgroups to decrease the gap in ELA scores as we continue implementation of interventions and professional development with an increased focus on students with disabilities. RFKHS will continue to provide English learner students a designated ELD course to support English language achievement.

# School and Student Performance Data

## Academic Performance Mathematics

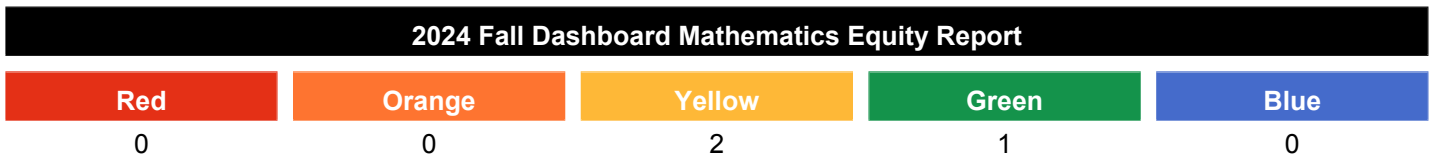
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group   |  |   |
|--|--|---|
| <p><b>All Students</b></p> <p>Green</p> <p>52.9 points below standard</p> <p>Increased 35.7 points</p> <p>297 Students</p> | <p><b>English Learners</b></p> <p>Yellow</p> <p>112.5 points below standard</p> <p>Increased 34.1 points</p> <p>114 Students</p> | <p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>135.7 points below standard</p> <p>Increased 28.7 points</p> <p>70 Students</p>     |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>   | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>                                 | <p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>54.9 points below standard</p> <p>Increased 37.7 points</p> <p>276 Students</p> |

|  |  |   |
|--|--|---|
| <p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>144.4 points below standard</p> <p>Increased 4.9 points</p> <p>23 Students</p> | <p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>                            | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>29.7 points above standard</p> <p>Increased 43.0 points</p> <p>21 Students</p> | <p><b>Hispanic</b></p>  <p>Yellow</p> <p>60.5 points below standard</p> <p>Increased 32.5 points</p> <p>271 Students</p> |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>                          |

**Conclusions based on this data:**

1. Based on the 2023-24 Math SBAC test results, there was significant increase of 8% in comparison with the 2022-23 SBAC data. The math department has increased Math tutorials and designated a Math academic coach through the school year for continued improvement.
2. In Mathematics, all student subgroup performed in the high-green level. Our Long-term English Learners performed below all students in the low-orange level. English Learners and and Hispanic subgroups performed in the medium-yellow level. The math department will continue collaborating with the math academic coach, site learning director, and the district's director of curriculum to adjust the scope-and-sequences and the placement flow chart, analyze data, and participate in professional development so that all students have the opportunity to do well on the SBAC test.
3. SpEd designed tutorials will continue to be provided after school and Saturdays run by SpEd teachers to increase student mastery.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

| 2024 Fall Dashboard English Learner Progress Indicator  |   |
|---|---|
| <b>English Learner Progress</b><br><br>Orange<br>42.8% making progress.<br>Number Students: 257 Students | <b>Long-Term English Learner Progress</b><br><br>Orange<br>41.2% making progress.<br>Number Students: 221 Students |

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

| 2024 Fall Dashboard Student English Language Acquisition Results |  |  |  |
|--|--|--|--|
| <b>Decreased One ELPI Level</b><br>26.5%                         | <b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b><br>30.7% | <b>Maintained ELPI Level 4</b><br>5.1% | <b>Progressed At Least One ELPI Level</b><br>37% |

### Conclusions based on this data:

- English Learners who progress at least one ELPI level was 37.3% in 2024, a decrease from 2023. English Learners who dropped at least one level was 26.7% in 2024 compared to 15.3% in 2023. Teachers are provided professional development on EL instructional strategies (EDI/UDL) specifically targets instruction geared for EL students. For example: Building vocabulary in lessons, increasing student talk time vs teacher talk time, and requiring students to speak in complete sentences. The district has provided and ELD Coach to assist teachers in providing strategies and professional support for English Learners.
- Our goal is to move students from level 1 and 2 to level 3 and 4 as the state ELPAC requirement for classifications has changed to a level 4. To support students, we now offer both ELD and English tutorial after school. Students are also encouraged to attend Saturday school when they need a place and time to complete their work or for further academic support. We also send messages via Parent Square to parents and guardians informing them of the services that are available to students. In addition, for the 2023-2024 school year, an ELD Academic coach was approved by the district providing support to comprehensive sites to provide instructional support.
- We have also increased communication and teacher awareness on the ELPAC test format, content, and students expectations during the test. We make sure that different departments: English, Math, Science, SpEd and Social Science are involved in the administration of the ELPAC test so that all departments know the significance of making sure that our EL perform their best.



# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

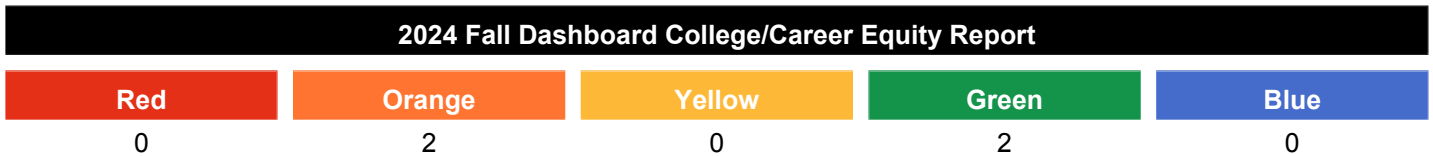
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group                           |   |   |
|---|---|---|
| <p><b>All Students</b></p> <p>Green</p> <p>74 Prepared</p> <p>Declined 3.2</p> <p>312 Students</p>      | <p><b>English Learners</b></p> <p>Orange</p> <p>53.2 Prepared</p> <p>Declined 3.8</p> <p>109 Students</p> | <p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>50.5 Prepared</p> <p>Declined 6.9</p> <p>97 Students</p>      |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p> | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>10 Students</p>      | <p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>73.6 Prepared</p> <p>Declined 3.3</p> <p>299 Students</p> |

|   |   |  |
|---|---|--|
| <p><b>Students with Disabilities</b></p> <p><br/>No Performance Color</p> <p>47.8 Prepared</p> <p>Increased 7.8</p> <p>23 Students</p> | <p><b>African American</b></p> <p><br/>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>     | <p><b>American Indian</b></p> <p><br/>No Performance Color</p> <p>0 Students</p>                      |
| <p><b>Asian</b></p> <p><br/>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>                                  | <p><b>Filipino</b></p> <p><br/>No Performance Color</p> <p>93.8 Prepared</p> <p>Increased 8.8</p> <p>16 Students</p> | <p><b>Hispanic</b></p> <p><br/>Green</p> <p>73.2 Prepared</p> <p>Declined 4</p> <p>284 Students</p>   |
| <p><b>Two or More Races</b></p> <p><br/>No Performance Color</p> <p>0 Students</p>   | <p><b>Pacific Islander</b></p> <p><br/>No Performance Color</p> <p>0 Students</p>                                    | <p><b>White</b></p> <p><br/>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p> |

**Conclusions based on this data:**

1. The percentage of students who are College and Career Prepared is 74% for the 2023--2024 academic school year. This number reached just over 70% in 2022.
2. Robert F. Kennedy High School has gradually increased CCI percentages and has maintained these rates.
3. 53.2% of ELs and 50.5% of Long-Term English Learners met the College and Career indicator for the 2023-2024 academic school year. English Learners and Long-Term English Learners performed in the low-orange level which are our primary focus since these subgroups continue to underperform in all areas. Counselors are monitoring students to provide support in order to increase performance. In addition, the ELD Academic Coach will continue to provide instructional support and professional development to assist students.



# School and Student Performance Data

## Academic Engagement Graduation Rate

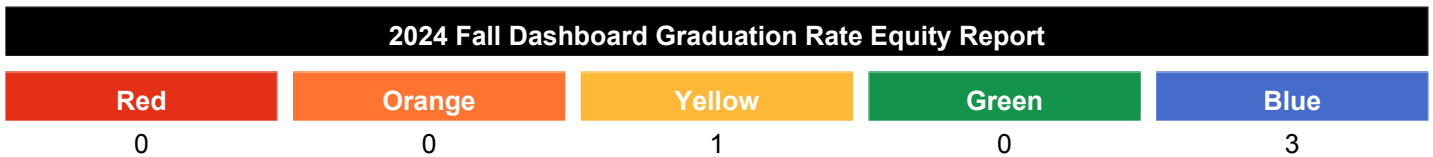
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group  |  |   |
|---|--|---|
| <p><b>All Students</b></p> <p><br/>Blue</p> <p>97.8% graduated</p> <p>Maintained 0.8%</p> <p>312 Students</p>                                | <p><b>English Learners</b></p> <p><br/>Blue</p> <p>95.4% graduated</p> <p>Maintained 0.3%</p> <p>109 Students</p>                         | <p><b>Long-Term English Learners</b></p> <p><br/>Yellow</p> <p>94.8% graduated</p> <p>Declined 1.5%</p> <p>97 Students</p>       |
| <p><b>Foster Youth</b></p> <p><br/>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p><b>Homeless</b></p> <p><br/>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p><br/>Blue</p> <p>97.7% graduated</p> <p>Maintained 0.8%</p> <p>299 Students</p> |

|   |   |  |
|---|---|--|
| <p><b>Students with Disabilities</b></p> <p><br/>No Performance Color</p> <p>78.3% graduated</p> <p>Declined 6.8%</p> <p>23 Students</p> | <p><b>African American</b></p> <p><br/>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p><b>American Indian</b></p> <p><br/>No Performance Color</p> <p>0 Students</p>  |
| <p><b>Asian</b></p> <p><br/>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>    | <p><b>Filipino</b></p> <p><br/>No Performance Color</p> <p>100% graduated</p> <p>Increased 5%</p> <p>16 Students</p>                             | <p><b>Hispanic</b></p> <p><br/>Blue</p> <p>97.9% graduated</p> <p>Maintained 0.9%</p> <p>284 Students</p>                             |
| <p><b>Two or More Races</b></p> <p><br/>No Performance Color</p> <p>0 Students</p>   | <p><b>Pacific Islander</b></p> <p><br/>No Performance Color</p> <p>0 Students</p>  | <p><b>White</b></p> <p><br/>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p> |

**Conclusions based on this data:**

1. Graduation rates continue to be VERY HIGH for all students at RFKHS. For the 2024 dashboard, all students is 97.8%.
2. Long-Term English Learners achieved the lowest graduation rates in 2023 performing in the medium-orange level.
3. While graduation rates continue to be higher than the state average, focus is being placed on the Long-Term English Learners to increase performance level. After School and Saturday Credit Recovery classes are offered to all students, but specifically will be targeting Long-term English Learners.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

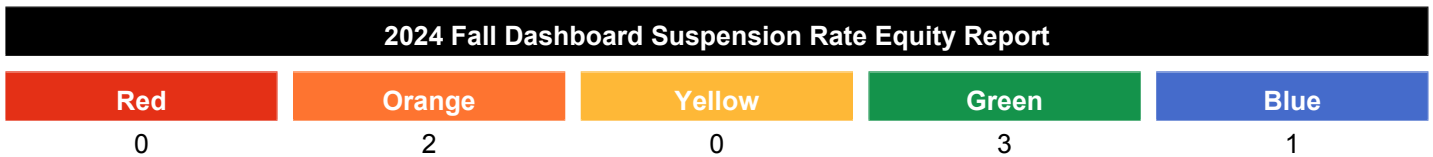
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This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group  |   |   |
|---|---|---|
| <p><b>All Students</b></p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 0.5%</p> <p>1447 Students</p>                | <p><b>English Learners</b></p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined 0.5%</p> <p>362 Students</p>         | <p><b>Long-Term English Learners</b></p> <p>Green</p> <p>1% suspended at least one day</p> <p>Declined 0.5%</p> <p>299 Students</p>           |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 0.5%</p> <p>1343 Students</p> |

|  |  |  |
|--|--|--|
| <p><b>Students with Disabilities</b></p>  <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 0.6%</p> <p>169 Students</p>        | <p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>  |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>             | <p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>79 Students</p>                              | <p><b>Hispanic</b></p>  <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 0.4%</p> <p>1326 Students</p>         |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>White</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p> |

**Conclusions based on this data:**

1. Overall, Suspension Rate has increased from .5% in 2024 from the previous year. The overall band is in the low-orange level.
2. Suspension Rate is the lowest performance band, with 2 subgroups (Socioeconomic disadvantage and Hispanic) in the low-orange range. English Learner suspension rate is in Green range in 2024. The Filipino subgroup is in the blue range.
3. The suspension rate among the 2 subgroups will continue to be an area of focus. A social worker was hired during the 2022-23 school year to support student re-engagement in school.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Achievement

Robert F. Kennedy High School will provide a high-quality education to improve student learning and academic performance as measured by state indicators for all learners, including English Learners and foster youth, in all core academic content areas.

#### STUDENT LEARNER OUTCOMES

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

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

WASC Visit October 8-11 Self Study Visiting Committee Report: Schoolwide Growth Areas for Continuous Improvement:

Area 1: RFKHS needs to continue to develop and implement a comprehensive, integrated and multi-tiered system of supports across all content areas and grade levels that prioritizes the achievement of English Learners and Students with Disabilities to close persistent achievement gaps.

Area 4: Continue to engage in deep analysis of formative student achievement data to identify struggling learners as well as gaps in their learning, inform instructional decisions and the development of embedded interventions to promote higher levels of student achievement as well as promote the implementation of effective research-based, student-centered instructional approaches.

Robert F. Kennedy High School continues to work on creating a more systemic approach to professional development. This has resulted in school-wide professional-development focused on improving technology use, research-based instructional strategies, the Professional Learning Community (PLC) process, and during the 2024-25 school year, more relevant training specific to courses being taught and effective data analysis. The Robert F. Kennedy school community has worked through the steps to initialize, develop, and build true PLCs that give our school a systemic process for identifying student and school needs and for ensuring our school is engaged in both regular and ongoing purposeful professional development.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Robert F. Kennedy High School has identified the following needs for the 2024-2025 school year:

- Maintain 100% students with access to supplemental instructional materials for use at home and school.
- Maintain 'Full Implementation' or 'Full Implementation and Sustainability' on the state adopted content and performance standards.
- Maintain 'High' to 'Very High' academic performance for all pupils on the CAASPP ELA (69.% met/exceeded) and maintain 'Medium' to 'High' in mathematic (30% met or exceeded).
- Improve English Learners and Long-Term English Learners in ELA and Math.
- Improve UC a-g completion rate for all pupils (54%), socioeconomically disadvantaged pupils (53%), English learners (29%), and students with special needs (13%).
- Improve performance on the CAST Met standard for all students and subgroups.
- Improve CTE completion rates
- Improve English progress indicator on the California Dashboard (42.8% ELs making progress towards English proficiency).
- Improve English Learner reclassification rate.
- Improve AP passing rate for all pupils and subgroup populations.
- Maintain EAP college preparedness above state levels for all pupils and socioeconomically disadvantaged subgroups.
- Maintain 'Very High' status on the California Dashboard College Readiness Indicator (CCI) and close the achievement gap for students with disabilities.
- Maintain the dual credit attainment for all pupils and close the gap for English Learners and students with disabilities.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome   |
|---|---|--|
| Williams Quarterly Report<br>Priority 1(b): Every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Education Code section 60119 | 2023 California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report<br><br>Standard Met<br>100% students with access to their own copies of standards aligned instructional materials for use at school and at home. | Maintain 100% of students will have standards-aligned materials  |
| CAASPP ELA- Overall   | 69.05% met or exceeded the standards<br>2024 Dashboard- All students performed in very high-blue level.   | Maintain or improve by 5% meeting or exceeding standards.<br>Maintain very high-blue in dashboard for all students and Hispanic and Socioeconomically disadvantaged subgroups. |
| CAASPP ELA- English Learners and Long-term English Learners   | 2024 Dashboard indicates English Learners and Long-Term English Learners performed in medium-yellow for both subgroups.   | Improve to high-green performance indicators for both subgroups..  |
| CAASSPP Math- Overall   | 30.62% met or exceeded the standards.<br>2024 Dashboard- All students performed in high-green level   | Maintain or improve by 5% meeting or exceeding standards.<br>Maintain or improve to very high-blue indicator for all students and socioeconomically disadvantaged students.    |

|  |  |   |
|--|--|---|
| CAASPP Math- English Learners, Long-Term English Learners, and Hispanic subgroups.   | 2024 Dashboard indicates Long-Term English Learners performed in the low-orange level, and English Learners and Hispanics performed in the medium-yellow level.  | Improve Long-Term English Learners from low to medium range and improve English Learner and Hispanic subgroups to from medium to high.  |
| CAST Science   | California Science Test (CAST) Met Standard 2024<br>29.74% met or exceeded standard for science<br>Dashboard had information only- no indicator levels for 2024.   | Maintain or improve by 5% meeting or exceeding standards.   |
| ELPAC  | Dataquest indicates that 14.63% were proficient; 32.78 Moderately developed; 28.67 Somewhat developed; and 23.93 Beginning to Develop.<br>Dashboard indicates 37.3% progressed at least one level; 5.1% maintained ELPI level 4; 31% maintained levels 1, 2L, 2H, 3L, 3H; and 26.7% decreased at least one level | Increase proficient from 14.63% to 20%<br>Increase students progressing at least one level to 10%<br>Decrease students from decreasing one level by 10%.                                  |
| The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks. | CALPADS CTE completers 2024 cohort:<br><br>All students: 24%<br>Socioeconomically Disadvantaged pupils: 9%<br>English Learners:3%<br>Students with Disabilities:9%   | CALPADS CTE cohort completers:<br><br>All students 29%<br>Socioeconomically Disadvantaged pupils 28%<br>English Learners 25%<br>Students with Disabilities 13%                            |
| The percentage of pupils who have successfully completed UC a-g  | CALPADS UC a-g 2024 cohort:<br><br>All students 18.2%<br>Socioeconomically Disadvantaged pupils 18.2%<br>English Learners 10.8%<br>Students with Disabilities 2.8%   | CALPADS UC a-g<br><br>All students 20%<br>Socioeconomically Disadvantaged pupils 20%<br>English Learners 12%<br>Students with Disabilities 5%   |
| The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.  | California Dashboard English Learner Progress Indicator<br><br>42.8% making progress toward English language proficiency   | California Dashboard English Learner Progress Indicator<br><br>Improve All students from low-orange indicator to medium-yellow Status<br>50% progress toward English language proficiency |
| The English learner reclassification rate.   | Dataquest Reclassification Rate 2023-2024<br>50.6%   | Reclassification rate 50%   |
| The percentage of pupils who have passed an advanced placement   | College Board AP Passing 2024-2025:<br><br>Percent passed:   | College Board AP Passing:<br><br>Percent passed:  |

|  |  |  |
|--|--|--|
| examination with a score of 3 or higher. | All Pupils 48%<br>Socioeconomically Disadvantaged Pupils 51%   | All Pupils 50%<br>Socioeconomically Disadvantaged Pupils 51%   |
| College/Career Readiness                 | 2024 Dashboard:<br><br>74% of all students placed in the "Prepared" level met high-green level. Hispanic and Socioeconomically disadvantaged students also were in the high-green<br>English Learners and Long-Term English Learners were in the low-orange level. | EAP College Preparedness:<br><br>Maintain or improve for all students to reach very high-green level. English Learners and Long-Term English Learners improve one band to medium-yellow level. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description   | Students to be Served | Proposed Expenditures  |
|---------------------|---|-----------------------|--|
| 1.1                 | <p>Goal 1 Action 1: High Quality Instruction</p> <p>RFKHS will ensure English learners, foster youth, and economically disadvantaged students are provided with high quality instruction by continuing to:</p> <p>a. Utilize time during the day on Wednesdays for teachers to analyze data (Interim and Summative SBAC ELA &amp; Mathematics, CAA, CAST, ELPAC, AP, and local assessments) and refine and modify instruction to close the academic achievement gap among subgroups.</p>  | All students          | District Funded  |
| 1.2                 | <p>Goal 1 Action 2: Professional Development and Support</p> <p>RFKHS will continue to provide support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals.</p> <p>a. Maintain professional development that will improve instruction to improve student achievement. Professional development activities include Explicit Direct Instruction (EDI), CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, PLC, NCTM Best Practices, Reciprocal Teaching and Concept Mapping, Thinking Maps, and Co-teaching.</p> <p>b. Continue to fund mentors to assist new teachers in implementing effective instructional strategies and use local formative and summative data to gauge student learning and improve the academic achievement of English learners and socioeconomically disadvantaged pupils.</p> <p>c. Continue to fund the Teacher Induction Program to improve instruction and the academic achievement of English learners and socioeconomically disadvantaged pupils. The induction program provides evidence-based</p> | All Students          | <p>District Funded</p> <p>14,000.00<br/>Title I<br/>5000-5999: Services And Other Operating Expenditures Professional Development materials, supplies, and equipment</p> |

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures   |
|-------------------------|---|-----------------------|---|
|                         | <p>professional development opportunities that include Bridging the GAP, Inclusion, Academic Language Development and Differentiating Instruction targeted on improving student academic achievement.</p> <p>d. Maintain the two increased teacher duty days (1 day before the start of each semester) for professional development (EDI, UDL, Close Reading, Thinking Maps, etc.) that include at least half day teacher effectiveness classroom preparation time to improve instruction and student learning.</p>   |                       |   |
| <b>1.3</b>              | <p>Goal 1 Action 3: Teacher Retention</p> <p>RFKHS will continue to fund a portion of salary increase to retain teachers in order to provide English learners and socioeconomically disadvantaged pupils consistent quality instruction to improve the academic achievement of the unduplicated pupil population.</p>   | All Students          | District Funded   |
| <b>1.4</b>              | <p>Goal 1 Action 4: Academic Coaches</p> <p>RFKHS will continue to maintain three periods of resource teacher to provide teachers instructional mentoring and needed evidence-based professional development activities to reduce the achievement gap in English and mathematics for English Learners and economically disadvantaged students with disabilities.</p>  | All Students          | <p>25,000.00<br/>Title I<br/>4000-4999: Books And<br/>Supplies<br/>Supplemental Materials</p> |
| <b>1.5</b>              | <p>Goal 1 Action 5: Supplemental instruction and interventions</p> <p>RFKHS will continue to maintain supplemental instruction and interventions for teachers to provide:</p> <p>a. Targeted reading, writing and mathematics intervention during the day to close the achievement gap of English learners, students with disabilities, and socioeconomically disadvantaged pupils.</p> <p>b. Targeted academic tutorials; afterschool intervention; and tutorials for AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects to improve academic achievement of English learners, students with disabilities, and socioeconomically disadvantaged pupils.</p> <p>c. Summer school ELD, supplemental instruction for students not meeting standard, increased dual enrollment opportunities, and core academic make-up classes to improve English learner proficiency in English and close the achievement gap for English learners, students with disabilities, and socioeconomically disadvantaged pupils.</p> | All Students          | District Funded   |

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures  |
|-------------------------|---|-----------------------|--|
|                         | <p>d. Instructional field trips to supplement instruction and improve student learning in closing the academic achievement gap of English learners and socioeconomically disadvantaged pupils in English, science, and mathematics,</p> <p>e. Incentives for students completing intervention program noted in sub-actions a, b, or c.</p> <p>f. Transportation and the additional bus driver for summer school and Saturday and afterschool tutorials to support sub-actions a, b, c, and d</p> <p>g. Fund an additional bus driver for each comprehensive high school to transport students to other district schools for access to a broad course of study and to close the College and Career Indicator as well as the college credit gap for English learners and economically disadvantaged students.</p> <p>h. Saturday and spring academic boot camps for CSI school and to close the academic achievement gap for English learners and students with disabilities.</p> |                       |  |
| 1.6                     | <p>Goal 1 Action 6: Reduced Class Size</p> <p>RFKHS will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners.</p> <p>a. Maintaining the additional two English and five mathematics class size reduction teachers at the three comprehensive high schools for improved effective instruction.</p> <p>b. Maintaining class size reduction teacher and the two instructional assistants to close the academic achievement gap on the CAA English and mathematics of English learners and socioeconomically disadvantaged pupils.</p> <p>c. Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction.</p>  | All Students          | <p>11,000.00</p> <p>Title I</p> <p>Certificated Personnel</p> <p>Salaries &amp; Benefits</p> <p>Class Size Reduction: 21</p> <p>Sections</p>                   |
| 1.7                     | <p>Goal 1 Action 7: Support Staff</p> <p>RFKHS will continue to provide support staff to improve student outcomes by:</p> <p>a. Increasing EL Program Specialist to two full-time for more effective monitoring of English learner progress and implementation of necessary interventions.</p> <p>b. Maintaining school site Learning Director to monitor student progress, develop and implement interventions, and analyze local formative and summative assessment data to gauge student learning and instruction;</p> <p>c. Maintaining the district level Director of Instruction, Data and Assessments for implementation of common instructional practices and common assessments; use data from those assessments to refine instruction and curriculum; and provide guidance in implementing necessary</p>  | All Students          | <p>279,783.19</p> <p>Title I</p> <p>Salaries &amp; Benefits</p> <p>Learning Director and</p> <p>Director of Curriculum,</p> <p>Instruction, and Assessment</p> |

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures  |
|-------------------------|---|-----------------------|--|
|                         | <p>strategies to close the achievement gaps of English learners and socioeconomically disadvantaged pupils.</p> <p>d. Maintaining a portion of the Assistant Superintendent of Educational Services to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners, students with disabilities, and pupils of low economic status.</p>  |                       |  |
| 1.8                     | <p>Goal 1 Action 8: Academic Coaches</p> <p>RFKHS will continue to provide academic coaches to improve teaching for English learners, foster youth and socioeconomically disadvantaged students by:</p> <p>a. Maintaining three periods of a resource teacher to provide teachers instructional mentoring and needed evidence-based professional development activities to reduce the achievement gap in English and mathematics for socioeconomically disadvantaged students with disabilities.</p> <p>b. For CSI, provide one period English and one period mathematics coach at each high school to provide mentoring on the use of data from local formative and summative assessments to refine instruction, assessments, and curriculum to close the academic achievement gap for English learners and socioeconomically disadvantaged students.</p> <p>This action is principally directed and effective in improving the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.</p> | All Students          | District Funded  |
| 1.9                     | <p>Goal 1 Action 9: Classified Support Staff</p> <p>RFKHS will continue to provide support staff for improved student outcomes by:</p> <p>a. Maintaining ELD Clerks to monitor English learner progress and contact parents regarding English learner progress and needed interventions;</p> <p>b. Maintaining IT support staff to provide student support on the effective use of technology and maintaining the student access to technology. This action is focused on improving the digital literacy (i.e. access online resources; use computer applications such as grammar and spelling and thesaurus; access translation programs for English learners) of English learners and economically disadvantaged students;</p> <p>c. Maintaining the work-based learning/homeless/foster youth support staff to coordinate work-based learning opportunities for economically disadvantaged students and improve the CCI outcomes for this subgroup and provide the needed support to ensure academic success for foster and homeless youth; and</p>              | All Students          | 151,683.36<br>Title I<br>Classified Personnel Salaries & Benefits<br>Support Staff - ELD Clerks, Instructional Aides, and IT Support Staff |

| Strategy/<br>Activity # | Description  | Students to be Served | Proposed Expenditures  |
|-------------------------|--|-----------------------|--|
|                         | <p>d. Maintaining instructional assistants to provide instructional support and small group instruction for English Learners, foster youth and pupils of low economic status.</p> <p>This action is principally directed and effective to improving the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.</p>   |                       |  |
| <b>1.10</b>             | <p>Goal1, Action 10: Increased UC a-g and AP sections</p> <p>RFKHS will continue to fund the increased UC a-g and AP individual section costs as well as the additional foreign language teacher to improve student outcomes. The increased sections allow the school sites to offer more college readiness opportunities for our foster youth, English learners, and economically disadvantaged pupils in attaining UC a-g college preparedness and improving student learning.</p> <p>This action is principally directed and effective in the increased UC a-g completion and AP passing rates for English learners, foster youth and socio-economically disadvantaged students.</p>  | All Students          | District Funded  |
| <b>1.11</b>             | <p>Goal 1, Action 11: UC a-g preparedness and AP passing strategies</p> <p>RFKHS will continue to provide opportunities for the school sites to improve college readiness by:</p> <p>a. Funding UC a-g online program for pupils to make up coursework and maintain UC a-g completion rates above the state level for all students and subgroups.</p> <p>b. Allocating resources for AP exam and dual enrollment fees to improve AP passing rate and other college indicators of economically disadvantaged pupils.</p> <p>c. Providing visitations to four-year universities, community colleges and post- secondary institutions to improve UC a-g rates for the unduplicated pupil population.</p> <p>d. Conducting parent trainings/workshops on readiness for college and career to improve UC a-g preparedness for English learners and economically disadvantaged pupils.</p> <p>These services and activities are principally directed and effective in the improved UC a-g and CCI outcomes for English learners, foster youth, and socioeconomically disadvantaged pupils.</p> | All Students          | 9,000.00<br>Title I<br>5000-5999: Services And<br>Other Operating Expenditures<br>University/College Field Trips |
| <b>1.12</b>             | Goal 1, Action 12: Technology  | All Students          | 81,513.45<br>Title I   |

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures                       |
|-------------------------|---|-----------------------|---|
|                         | The district will continue to purchase updated technology and data management (Illuminate) system annual licenses. Updated technology is targeted to enhancing and improving the digital literacy of English learners and economically disadvantaged pupils. The data management systems will be used to analyze formative and summative assessments targeted at closing the academic achievement gap for these subgroups.  |                       | 4000-4999: Books And Supplies<br>Technology |
| 1.13                    | <p>Goal 1, Action 13: Student and staff recognition</p> <p>RFK will continue to foster a culture that nurtures and recognizes student success by providing student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for English learners, foster youth and socioeconomically disadvantaged pupils making progress towards attaining or passing state indicators. Recognition of student success has been essential in the attainment attaining high academic performance of our socioeconomically disadvantaged pupils and progress on the college and career preparedness (CCI, AP passing, CAASPP in English, Math, and Science, ELPAC) of English learners, foster youth, and socioeconomically disadvantaged pupils.</p> <p>Recognition of students and staff is principally directed to recognizing the attainment of State standards and state metrics of English Learners, foster youth and pupils of low socio-economic status.</p> | All Students          | District Funded                             |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. These stakeholders are proud of the academic achievements attained by our school. During the 2023-2024 school year, these achievements include the SBAC English (69.05% met standard RFK) surpassing state (55.73% met standard). The SBAC mathematics of 30.62% (RFK) increasing from the previous year, but meeting below state (35.54%) rates. Students with disabilities who took SBAC English California Alternate Assessment performed 17.36% at level 3 in English and 9.42% met for Math. Our students continue attain high University of California UC a-g completion rates of 65%. Similarly, the RFKHS English Learner Progress on the English Language Proficiency Assessment proficiency of 42%. The stakeholders concurred the outlined actions and services are appropriate and adding a specialized math support class for SWD and Pre-Algebra for students in subgroups who are not ready to take Algebra 1.

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

No major differences.

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

RFKHS will continue to monitor students' academic achievement in state and local assessments with the goal of closing the achievement gap of our subgroup populations. RFK will continue to provide an ELD Academic Coach. In addition, RFK will continue to provide Academic Coaches to provide assistance in English and math. These actions are principally directed to improve services for English learners, students with disabilities, foster youth, homeless youth, and socioeconomically disadvantaged pupils.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Career Readiness and Career Technical Education**

Robert F. Kennedy High School will increase the college and career readiness indicator and access to a broad course of study, including increased dual enrollment opportunities, and close the gap for economically disadvantaged pupils, homeless and foster youth, English learners, and economically disadvantaged students with disabilities.

#### STUDENT LEARNING OUTCOMES

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

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

WASC Visit October 8-11 Self Study Visiting Committee Report: Schoolwide Growth Areas for Continuous Improvement:

Area 2: RFKHS needs to continue to focus on literacy and numeracy across all disciplines and grade levels as a means to improve achievement for all students.

During the WASC self-study, RFKHS identified the need to provide parents and students with more information about course offerings, dual and concurrent enrollment college courses, Early College program, and CTE pathways. RFKHS has refined its parent workshop series to provide parents with information about school programs. The RFKHS guidance counselors have also been trained in implementing the Aeries 4-Year plan for students. Students will be more actively engaged in course selection and completion as they monitor their 4-year plans. A fulltime enrollment clerk will be available in the 2023-24 school year to provide added support in the Career Center to increase college and career readiness of all students. Professional development will focus on literacy and numeracy across all disciplines and grade levels.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Robert F. Kennedy High School has identified the following needs for the 2024-2025 school year:

In the Spring 2024 parent/student survey, 98% of students and 97% parents agreed students have access to a broad course of study. The 2024 dual enrollment credit attainment is 32%. The CCI is 74% 'High' status on the California Dashboard.

- Maintain 99.94% of students with access to a broad course of study.
- Maintain 100% of students with access to and enrollment in programs and services provided to unduplicated pupils
- Maintain 100% of students with access to and enrollment in programs and services provided to students with exceptional needs
- Improve AP passing rates in World Language. In 2023-2024, the College Board AP Passing World language of all pupils is 46%.
- Maintain a high College and Career Indicator
- Maintain the number of socioeconomically disadvantaged students considered College and Career ready in 2024.
- Continue to improve pupil outcomes in Physical Fitness Test
- Continue to achieve top rankings in Visual and Performing Arts in County and State competitions.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome  |
|---|--|---|
| Parent and Student Surveys and California School Dashboard<br>Priority 7: The extent to which - (a)<br>Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable. | Parent and Student Surveys and 2024-25 California School Dashboard<br><br>California Dashboard Standard Met<br><br>Access to a Broad Course of Study<br>Spring 2024 Survey<br>99.94% Pupils agree<br>97% Parents agree<br><br>College and Career Readiness Four-Year Cohort<br>All students: 77.3% "Very High" status<br>ELs: 57% "High" status<br>Socioeconomically Disadvantaged Pupils: 76.9% "Very High" status<br>Students with Disabilities:40%<br>"Medium" status | Standard Met<br><br>Access to a Broad Course of Study Survey<br>100% Pupils agree<br>100% Parents agree<br><br>California Dashboard College and Career Readiness Indicator status:<br>All students: 78%<br>ELs: 60%<br>Socioeconomically Disadvantaged Pupils: 77%<br>Students with Disabilities:42%  |
| Parent and Student Surveys, Kern Integrated Data System, California School Dashboard<br>Priority 7: The extent to which - (b)<br>Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.   | Standard Met<br><br>Access to a Broad Course of Study<br>Spring 2024 Survey<br>99.94% Pupils agree<br>97% Parents agree<br><br>Kern Integrated Data System Dual and Concurrent Courses Complete<br>All students: 53.24%<br>Socioeconomically Disadvantaged Pupils: 52.38%<br>English learners: 34.94%<br>Students with Disabilities: 24.39%<br><br>College and Career Readiness Four-Year Cohort<br>All students: 77.3%<br>ELs: 57%                                      | Standard Met<br><br>Access to a Broad Course of Study Survey<br>100% Pupils agree<br>100% Parents agree<br><br>Kern Integrated Data System Dual and Concurrent Courses Complete<br>All students: 55%<br>Socioeconomically Disadvantaged Pupils: 55%<br>English learners: 36%<br>Students with Disabilities: 26%<br><br>College and Career Readiness Four-Year Cohort<br>All students: 78%<br>ELs: 60% |

|   |  |  |
|---|--|--|
|   | Socioeconomically Disadvantaged Pupils: 76.9%<br>Students with Disabilities:40%  | Socioeconomically Disadvantaged Pupils: 77%<br>Students with Disabilities:42%  |
| Parent and Student Surveys, CALPADS, & California School Dashboard<br>Priority 7: The extent to which - (c) Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs. | California Dashboard Standard Met<br><br>Access to a Broad Course of Study Spring 2024 Survey<br>100% Pupils agree<br>97% Parents agree<br><br>College and Career Readiness Four-Year Cohort<br>All students: 77.3%<br>ELs: 57%<br>Socioeconomically Disadvantaged Pupils: 76.9%<br>Students with Disabilities:40%<br><br>California Department of Education Exemplary Dual Enrollment Awardee 2022-23 | Standard Met<br><br>Access to Broad Course of Study<br>100% Pupils agree<br>100% Parents agree<br><br>College and Career Readiness Four-Year Cohort<br>All students: 78%<br>ELs: 60%<br>Socioeconomically Disadvantaged Pupils: 77%<br>Students with Disabilities:42%  |
| Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.   | State Seal of Biliteracy<br><br>All pupils 15.7%   | State Seal of Biliteracy<br>20%  |
| Physical Fitness Test   | Aeries: 2024-25 California Physical Fitness Test Results<br><br>Component 1 Aerobic Capacity: 97.5%<br>Component 2 Abdominal Strength and Endurance: 97.5%<br>Component 3 Trunk Extensor and Strength and Flexibility: 97.5%<br>Component 4 Upper body Strength and Endurance: 97.5%<br>Component 5 Flexibility: 98.2%   | Aeries: 2025-26 California Physical Fitness Test Results<br><br>Component 1 Aerobic Capacity: 98%<br>Component 2 Abdominal Strength and Endurance: 98%<br>Component 3 Trunk Extensor and Strength and Flexibility: 98%<br>Component 4 Upper body Strength and Endurance: 98%<br>Component 5 Flexibility: 99% |
| PPAACCC Finals, CMEA Festivals (Band, choir, Color guard)   | Visual Performing Arts County and State Competitions 2024-25<br>Band/Colorguard: 1st place rankings Division 3A; State Championships 6th Place<br>Percussion: PPAACC Scholastic A Champions<br>Choir: CMEA Festival Unanimous Superior   | Visual Performing Arts County and State Competitions<br>Band/Colorguard: Maintain Top 5 rankings<br>Percussion: Maintain Top 5 rankings<br>Choir: Maintain top ratings   |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description   | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|-----------------------|
| 2.1                 | Goal 2 Action 1: High Quality Instruction<br><br>RFKHS will continue to ensure all students are provided with high quality, | All Students          | District Funded       |

| Strategy/<br>Activity # | Description  | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|-----------------------|
|                         | <p>standards(content/CTE/CCR) aligned curriculum and instruction by:</p> <p>a. Utilizing time during the late start Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum to improve the college and career indicator and improve physical fitness outcomes for English learners, foster youth, and socioeconomically disadvantaged pupils.</p> <p>b. Providing teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis for improved outcomes for the unduplicated pupils.</p> <p>This action is principally directed to improve learning for English Learners, foster youth, and pupils of low socio-economic status.</p> |                       |                       |
| 2.2                     | <p>Goal 2 Action 2: Professional Development</p> <p>RFKHS will continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such program and improve student outcomes.</p> <p>The professional development activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.</p>  | All Students          | District Funded       |
| 2.3                     | <p>Goal 2 Action 3: Supplemental Materials, Equipment, and Supplies</p> <p>Continue to purchase supplementary materials, equipment and supplies to attain goals and outcomes of the unduplicated student population.</p> <p>The supplementary materials and equipment are principally directed to improve physical fitness, Visual Performing Arts education, Career Technical Education completion, and access to a broad course of study for English learners, foster youth, students with disabilities, and pupils of low socioeconomic status.</p>   | All Students          | District Funded       |
| 2.4                     | <p>Goal 2 Action 4: CTE and Dual Enrollment</p> <p>RFKHS will continue to offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for English learners, foster youth, and socially disadvantaged students.</p> <p>a. Maintain Career Technical Education teachers: Business Education and Welding teachers at RFK<br/> b. Maintain dual enrollment CTE Courses: Nursing Assistant and Clinical Medical Assistant two period</p>   | All Students          | District Funded       |

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|-----------------------|
|                         | <p>block of each at the three comprehensive school sites.</p> <p>c. Maintain the additional CTE and dual enrollment sections.</p> <p>These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socioeconomic status.</p>  |                       |                       |
| 2.5                     | <p>Goal 2 Action 5: CTE and Dual Enrollment Support Staff</p> <p>RFKHS will continue to provide CTE and dual enrollment support staff for improved or 'High' performance on the College and Career Readiness Indicator and the attainment of dual enrollment credit for English learners, foster youth, and socioeconomically disadvantaged pupils.</p> <p>a. Maintain CTE Director for articulation of courses and coordination of dual enrollment and workbased learning activities.</p> <p>b. Maintain the dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses.</p> <p>These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socioeconomic status.</p>   | All Students          | District Funded       |
| 2.6                     | <p>Goal 2 Action 6: Access to a Broad Course of Study</p> <p>RFKHS will continue to provide the increased opportunities in access to a broad course of study for English learners, foster youth, and pupils of low socioeconomic status.</p> <p>a. Maintain the additional hour for program staff to provide additional instruction and maintain or improve the College and Career Readiness Indicator for English learners and socioeconomically disadvantaged students with disabilities.</p> <p>b. Maintain a four-hour instructional aide for the PAVE program to provide individual or small group instruction for English learners and socioeconomically disadvantaged students with disabilities to attend a broad course of study and improve CCI outcomes.</p> <p>c. Continue to fund the increased music teacher at RFK for pupil access to a broad course of study.</p> <p>d. Continue to fund the music coaches to maximize student performance and improved College and Career Readiness.</p> <p>These actions are principally directed and effective in maintaining or improving the College and Career</p> | All Students          | District Funded       |

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|-----------------------|
|                         | Readiness Indicator, and attainment of dual enrollment credit for English learners, foster youth, and pupils of low socio-economic status.  |                       |                       |
| 2.7                     | <p>Goal 2 Action 7: Other EC 51220 outcomes</p> <p>RFKHS will continue to provide opportunities to improve outcomes in other areas for English learners, foster youth, and pupils of low socioeconomic status.</p> <p>a. Maintain athletic trainers to provide and implement safe physical activity practices and improve outcomes in physical fitness for socioeconomically disadvantaged pupils.</p> <p>b. Maintain reduced class size in physical education grade 9 to meet Physical Fitness Test outcomes for socioeconomically disadvantaged students.</p> <p>c. Continue to provide afterschool programs and intervention to improve student outcomes.</p> <p>These actions are principally directed and effective in providing English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improved College and Career Readiness (CCI) and Physical Fitness Results.</p> | All Students          | District Funded       |
| 2.8                     | <p>Goal 2 Action 8: Supplemental Activities</p> <p>RFKHS will continue to provide instructional field trips and visitations to four year universities, community colleges, and vocational institutions for students to promote improved student learning and attainment of pupil outcomes. This includes funding for competitions to maximize student performance and improved pupil outcomes.</p> <p>These supplemental educational activities are principally directed and effective in improving College and Career Readiness Indicator readiness, CTE completers, and dual enrollment credit attainment for English learners, foster youth, and pupils of low socio-economic status.</p>  | All Students          | District Funded       |
| 2.9                     | <p>Goal 2 Action 9: Technology</p> <p>The district will continue to purchase technology for students and instructional staff to enhance and improve the unduplicated pupil performance (College and Career Indicator, Career Technical Education, and Physical Fitness results) in meeting 21st Century Learning Skills.</p>  | All Students          | District Funded       |

## Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

RFKHS provided professional development during scheduled collaboration time and professional development days to refine instruction and curriculum in CTE, World Language, Visual Performing Arts, and Physical Education. WE maintained CTE pathway teachers to improve college readiness. Staff also participated in high quality professional development, purchased equipment and supplies, purchased updated technology, provided tutorials, and provided field trips to colleges, universities, and vocational institutions. Students with severe cognitive disabilities have access to a broad course of study by utilizing the instructional assistants to accompany them to other subject areas such as music, art, choir, and computer literacy. Our CTE Director is instrumental in aligning CTE courses and articulating dual enrollment opportunities for our students.

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

All actions and services were evaluated by administrators, teachers, students, other staff, and parents for effectiveness. The College and Career Readiness indicator increased for English Learners and slightly decreased for students with disabilities. Students have access to dual enrollment and CTE opportunities. The music program continued to excel in 2024-2025. RFK attained first place and 14th in the State Championships. Indoor Percussion ended its season as the PPAACC Scholastic A Champions. Stakeholders concurred to keep the outlined actions and services to meet student outcomes.

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

RFK is attaining or exceeding the expected outcomes of this goal. Student and staff stakeholders' analysis of the gap in College and Career Indicator for students with disabilities and English Learners prompted the need for a designated staff to assist students with disabilities, English Learners, and socioeconomically disadvantaged pupils in registering for dual enrollment college courses. RFK will continue to provide a full-time dual enrollment clerk to provide this much needed service for the 2024-25

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Culture/Environment/Parent Involvement

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

#### STUDENT LEARNING OUTCOMES

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

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

WASC Visit October 8-11 Self Study Visiting Committee Report: Schoolwide Growth Areas for Continuous Improvement:

Area 3: RFKHS needs to continue to strengthen and publicize the multi-tiered system of supports to all students in order to address socio-emotional, health, attendance and discipline needs and further promote a warm, welcoming and supportive school climate.

During the past four years, RFKHS has done a great deal to improve the communication with stakeholders, including staff, students, and parents. Our Principal continues to send weekly newsletter to staff about upcoming events and current happenings on campus. The newsletter contains sections that provide information from the Learning Directors, Student Activities Director, Counseling Department, Assistant Principal of Discipline (Safety), Assistant Principal of Student Support (Athletics), and our Intervention Counselor (mental health), and WASC team. RFKHS's families receive no less than a quarterly Home & School Connection newsletter providing parents with pertinent updates and school information. Parents also receive upcoming event information, alerts, and links to resources via Parent Square on an as needed basis. In real time information is shared via the school website and social media platforms, such as Facebook, Twitter, Instagram, TikTok, and Snapchat. To support the social-emotional health and academic progress of students, the RFKHS and district administration have developed a mental health tier system of supports that will be effectively communicated with all stakeholders. The Intervention Counselor will continue to plan motivational speakers that specifically address the social emotional and mental health needs of our students. The Intervention Counselor's office has been relocated to the Wellness Center where group counseling and specific activities are held to support students. Wellness Wednesdays will continue take place every other week along with weekly field day Tuesdays. The RFKHS administration team will also provide teachers with SEL professional development and a specific process for mental health referrals, progressive discipline, and student behavior expectations. Posters will be placed in all classrooms and key offices/locations across the campus.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2023 data, Robert F. Kennedy will maintain student attendance rates at 95.13% in 2024. We also found the need to reduce chronic absenteeism for all students and close the gap between subgroups English learners and students with disabilities. Parents' sense of safety of their students while at school increased in 2024. Parent and student surveys administered in spring of 2025 indicate that student sense of safety and school connectedness improved from the previous year. The parent/student surveys also indicate a significant percentage (13%) of students with serious ideation of suicide within the last 12 months. RFKHS will continue to implement the strategies and actions outlined in this goal in ensuring teacher and student sense of safety and for the provision of social emotional education for English learners, foster youth, and economically disadvantaged youth.

Robert F. Kennedy High School has identified the following needs for the 2024-2025 school year:

- Maintain 'standard met' of school facilities in exemplary repair on the California Dashboard Self Reflection Tool and Facilities Inspection Tool
- Maintain 'full implementation and sustainability' of parental involvement in the evaluation, approval, and monitoring of the district and school site plan for student achievement on the California Dashboard Self Reflection Tool and Parent Survey
- Maintain 'full implementation and sustainability' of family engagement on the California Dashboard Self Reflection Tool and Parent Survey
- Maintain 'full implementation and sustainability' of parental involvement in how the district and school promotes parent participation in programs for unduplicated students and individuals with exceptional needs
- Continue to improve the attendance rate. RFKHS's attendance rate in Aeries for the 2024-25 school year is at 95.13%.
- Decrease chronic absenteeism. In 2023-24, Dataquest Chronic Absenteeism rate was at 19.6% for all students.
- Maintain 'Very High Status' in graduation rate. RFKHS obtained a 'Very High Status' graduation rate for all students 97.8%, English Learners, Foster Youth, migrant, and socioeconomically disadvantaged students. There is a need to improve Long-Term English Learner graduation rate which was in medium-yellow status.
- Improve to 'Medium Status' for all students in suspension rate in Dashboard. In Dataquest 2023-24, the suspension rate of all students is at 2%.
- Maintain below 1% expulsion rate for all students, socioeconomically disadvantaged pupils and English Learners.
- Improve students' mental well-being by increasing SEL initiatives and group counseling.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator   | Baseline/Actual Outcome   | Expected Outcome   |
|--|---|--|
| California School Dashboard Priority 1 (c): School facilities are maintained in good repair.   | California Dashboard Self-Reflection Tool & 2024 Facility Inspection Tool<br><br>RFK 95% "Good Repair"<br><br>Facilities Inspection Tool<br>"Exemplar Repair"   | Maintain 98% "Good Repair" and FIT Report "Exemplary Repair" |
| California School Dashboard Priority 3(A): Parental involvement and family engagement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. | 2023 California Dashboard Self Reflection Tool & Parent Survey<br>Standard Met Full Implementation and Sustainability<br><br>The school's current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in February 2024 to parents. The results of these surveys indicate that 98% of parents agree the school/district seeks input from parents in making decisions for the school and district. | Standard Met<br>Full Implementation and Sustainability       |

|  |  |  |
|--|--|--|
| <p>California School Dashboard<br/>Priority 3(B) Family engagement may include efforts by the school district and each individual school site to apply research-based practices, such as welcoming families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access.</p> | <p>California Dashboard Self Reflection Tool &amp; Parent Survey<br/>Standard Met<br/>Full Implementation and Sustainability</p> <p>Parent Surveys February 2024<br/>97% of parents agree the school promotes family engagement activities.</p>  | <p>Standard Met<br/>Full Implementation and Sustainability</p> |
| <p>California School Dashboard<br/>Priority 3(C) Parental involvement and family engagement, including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</p>   | <p>Robert F. Kennedy High School celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. The school will continue its efforts in engaging families in all school activities.</p> <p>Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. RFKHS will continue to involve families in parent workshops and site and district stakeholder meetings. We will continue to focus on increasing relationships with our families through consistent communication. Parents and families will be contacted via phone, ParentSquare voice, text, and email messaging, social media, the school marquee, mailings, and posting events on our websites and the Parent Square app.</p> <p>California Dashboard Self Reflection Tool &amp; Parent Survey<br/>Standard Met<br/>Full Implementation and Sustainability<br/>Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory, WASC Self Study Committee (SEPAC), and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.</p> | <p>Standard Met<br/>Full Implementation and Sustainability</p> |
| <p>Aeries Student Data System<br/>Priority 5: Pupil Engagement as measured by all of the following, as applicable: (A) School attendance</p>   | <p>Kern Integrated Data System 2023-24<br/>Attendance rate: 95.13%</p>   | <p>Attendance Rate: 98.5%</p>                                  |
| <p>Priority 5: Pupil Engagement as measured by all of the following, as</p>  | <p>Dataquest 2022-23 Chronic Absenteeism</p>   | <p>Dataquest Chronic Absenteeism<br/>All students: 20%</p>     |

|  |   |   |
|--|---|---|
| applicable: (B) Chronic absenteeism rates  | All students: 23%<br>Socioeconomically Disadvantaged pupils: 24.1%<br>English learners: 32.5%<br>Students with Disabilities: 45.8%<br><br>DJUHSD All Students: 24.1%<br>Kern County All Students: 24.4%<br>State All Students: 24.9%  | Socioeconomically Disadvantaged pupils: 20%<br>English learners: 25%<br>Students with Disabilities: 40%   |
| Priority 5: Pupil Engagement as measured by all of the following, as applicable: (C) Middle school dropout rates   | Not applicable  | Not applicable  |
| Priority 5: Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates   | Dataquest 2022 Cohort Dropouts<br><br>All students: 1.7%  | All students: 1%  |
| Dataquest<br>Priority 5: Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates   | Dataquest 2022 Cohort Graduation Rate<br><br>All students: 97% 'Very High' Status<br>Socioeconomically Disadvantaged pupils: 96.9% 'Very High' Status<br>English learners: 95.7% 'Very High Status'<br>Students with disabilities: 85.1% 'High' Status  | All students: 'Very High' Status<br>Socioeconomically Disadvantaged Pupils: 'Very High' Status<br>English learners: 'Very High' Status<br>Students with Disabilities: 'Medium' Status |
| Dataquest<br>Priority 6: School climate, as measured by all of the following, as applicable (A) Pupil suspension rates   | Dataquest 2022 Suspension Rate<br><br>All students: 1.5% 'Medium Status'<br>Socioeconomically Disadvantaged pupils: 1.6% 'Low Status'<br>English learners: 1.3% 'High status'<br>Students with disabilities: 3% 'Low Status'  | All students: 'Low Status'<br>Socioeconomically Disadvantaged pupils: 'Very Low Status'<br>English learners: 'Low status'<br>Students with Disabilities: 'Low Status'                 |
| Dataquest<br>Priority 6: School climate, as measured by all of the following, as applicable (B) Expulsion rates  | Dataquest 2022 Expulsion rate<br>All students: 0.2%<br>Socioeconomically Disadvantaged pupils: 0%<br>English learners: 0%   | Maintain below 1% for all students and subgroups  |
| California School Dashboard - Local Climate Survey<br>Priority 6: School climate, as measured by all of the following, as applicable (C) Other local measures, including surveys of pupils, parents, and teacher on the sense of safety and school connectedness | Standard Met<br>A local climate survey was administered in September 2022 to students, parents, and teachers. The results of this survey indicate that 99.5% of students and parents; and 100% of teachers have a sense of school safety. This survey also reflects that 100% of students, parents and teachers feel connected to their school. | Standard Met<br>100% Student, parent and teacher sense of school safety.<br>100% Student, parent and teacher sense of school connectedness.   |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|-----------------------|
| 3.1                     | <p>Goal 3 Action 1: Professional Development on Behavior and Social Emotional Education</p> <p>RFKHS will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence-based behavior intervention and social-emotional education strategies and practices to reduce suspensions, expulsions and chronic absenteeism as well as improve student sense of safety for English learners, foster and homeless youth, and economically disadvantaged pupils.</p> <p>This action is principally directed to reduce suspensions, expulsions and chronic absenteeism improve student sense of safety for English learners, foster youth, and socioeconomically disadvantaged pupils.</p> | All Students          | District Funded       |
| 3.2                     | <p>Goal 3 Action 2: Supplementary Materials</p> <p>RFKHS will continue to purchase supplementary instructional, social-emotional education, and behavioral intervention materials and equipment to to improve chronic absenteeism and graduation rates for the unduplicated pupil population.</p> <p>All supplementary materials are principally directed on improving chronic absenteeism, increasing graduation rates for the unduplicated pupil population.</p>  | All students          | District Funded       |
| 3.3                     | <p>Goal 3 Action 3: Alternative Educational Settings</p> <p>RFKHS will continue to provide alternative educational settings and services to reduce chronic absenteeism, suspensions, and expulsions of English learners and economically disadvantaged pupils.</p> <p>a. Maintain the district Opportunity Program teacher as an alternative educational setting.<br/>b. Maintain an academic intervention teacher to provide behavioral improvement instruction.</p> <p>This action is principally directed on improving outcomes for the unduplicated student population.</p>   | All Students          | District Funded       |
| 3.4                     | <p>Goal 3 Action 4: Additional Academic Support and Options</p> <p>RFKHS will continue to provide additional support, academic interventions and academic acceleration options to improve services and increase graduation rates of English Learners, students with disabilities and pupils of low economic status.</p>   | All Students          | District Funded       |

| Strategy/<br>Activity # | Description  | Students to be Served | Proposed Expenditures  |
|-------------------------|--|-----------------------|------------------------|
|                         | <p>a. Maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and economically disadvantaged youth.</p> <p>b. Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population.</p> <p>c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school in providing increased parent involvement opportunities.</p> <p>This action is principally directed and effective in providing the necessary support services to increase graduation rates and reduce chronic absenteeism for English learners, foster youth, and socioeconomically disadvantaged pupils.</p>   |                       |                        |
| <p><b>3.5</b></p>       | <p>Goal 3 Action 5: Interventions</p> <p>RFKHS will continue to provide before school, afterschool, Saturday and/or evening Interventions for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs and improve graduation rates and suspension rates of English learners, foster youth, students with disabilities, and economically disadvantaged pupils.</p> <p>This action is principally directed to improve graduation rates and suspension rates of English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.</p>   | <p>All Students</p>   | <p>District Funded</p> |
| <p><b>3.6</b></p>       | <p>Goal 3 Action 6: Support Services:</p> <p>RFKHS will continue to provide the additional social emotional education support staff to address barriers that impede learning and improve the graduation rates, suspension and expulsion rates, and chronic absenteeism of English Learners, foster and homeless youth, students with disabilities and pupils of low economic status.</p> <p>a. Fund salary for a school psychologists, one marriage and family therapist and a nurse to provide health and social-emotional education for improved student academic achievement.</p> <p>b. Fund salary for an intervention counselor to provide behavior and social-emotional education for improved student academic achievement.</p> <p>c. Fund salary for an assistant principal of student affairs to facilitate school based social emotional programs for improved student school connectedness.</p> | <p>All Students</p>   | <p>District Funded</p> |

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|-----------------------|
|                         | <p>d. Hire an intern psychologist to provide services for the prevention of suicide, trauma, bullying, and violence and improve student learning.</p> <p>This action is principally directed and effective in improving academic achievement, attendance, suspension and expulsion rates, and graduation rates of English learners, foster youth, and socioeconomically disadvantaged pupils.</p>   |                       |                       |
| 3.7                     | <p>Goal 3 Action 7: Pupil engagement and school climate support staff</p> <p>RFKHS will continue to The district will continue to maintain the additional support staff to reduce chronic absenteeism; maintain the reduced suspension and dropout rates; and improve graduation rates of English Learners, foster youth, students with disabilities, and pupils of low economic status.</p> <p>a. Maintain a Discipline Liaison to provide positive behavior intervention strategies and conduct home visitations to improve student chronic absenteeism and maintain the reduced suspension and dropout rates for English learners, foster and homeless youth, and economically disadvantaged pupils.</p> <p>b. Maintain contract with Delano Police Department for a resource officer to conduct home visitations and transport students to school for reduced chronic absenteeism of English learners and homeless youth; behavioral counseling of students to reduce suspensions and expulsions of the unduplicated pupil population; and critical social emotional evaluations. The resource officer will also serve as part of a team to develop and implement behavior plans in partnership with the parents and students.</p> <p>c. Maintain additional security staff for continued reduced suspension rates of English learners and economically disadvantaged youth by implementing positive behavior support strategies and assisting in afterschool programs that address specific behaviors in reducing suspensions and expulsions. The security staff will also assist in strategies to reduce chronic absenteeism of English learners and homeless youth.</p> <p>d. Hire a 0.5 FTE attendance clerk for increased parent contact to improve attendance rates of English learners and economically disadvantaged students.</p> <p>e. Hire an additional support staff to increase implementation of positive behavior intervention strategies to reduce suspension rates and improve attendance of English learners and economically disadvantaged pupils.</p> <p>This action is principally directed and effective in providing for improved graduation rates, chronic</p> | All students          | District Funded       |

| Strategy/<br>Activity # | Description  | Students to be Served | Proposed Expenditures  |
|-------------------------|--|-----------------------|--|
|                         | absenteeism, suspensions and expulsions of English learners, foster and homeless youth, and socioeconomically disadvantaged pupils.  |                       |  |
| <b>3.8</b>              | <p>Goal 3 Action 8: Technology and information</p> <p>RFKHS will continue to purchase technology and fund maintenance of district web page to maintain the increased parental and community engagement. Results from the fall 2024 survey indicate that 96% of parents agreed the school/district provides sufficient notices and opportunities for parent and family engagement.</p> <p>This action is principally directed to improving the digital literacy and involving the parents of English learners, foster youth, and socioeconomically disadvantaged pupils for improved academic achievement, chronic absenteeism, and graduation rates.</p> | All Students          | District Funded  |
| <b>3.9</b>              | <p>Goal 3 Action 9: School connectedness</p> <p>RFKHS will continue to foster an educational environment where students and staff look forward to coming to school by providing activities, presenters, and conducting school wide events for staff, pupils, and parents and families.</p> <p>This action is principally directed and effective on improving school connectedness, graduation rates, chronic absenteeism, and academic achievement of English learners, socioeconomically disadvantaged pupils and homeless and foster youth.</p>  | All Students          | District Funded  |
| <b>3.10</b>             | <p>Goal 3 Action 10: Facilities in good repair</p> <p>RFKHS will continue to maintain facilities in good repair.</p> <p>These repairs will improve student facilities and grounds that are free of trip hazards, significant cracks, and evident damage.</p> <p>This action is principally directed on providing English learners, foster youth and socioeconomically disadvantaged pupils with a quality learning environment and classrooms.</p>   | All Students          | District Funded  |
| <b>3.11</b>             | <p>Goal 3, Action 11: Parent Involvement</p> <p>RFKHS will continue to promote parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status.</p> <p>a. Continue to conduct Parent Awareness workshops.</p>  | All Students          | 4,000.00<br>Title I<br>Certificated Personnel<br>Salaries & Benefits<br>Parent Workshops |

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|-----------------------|
|                         | b. Continue to provide resources for parent outreach and assistance.<br>c. Maintain modified classified staff work calendar to improve services for students.<br><br>This action is principally directed on improving outcomes for the unduplicated student population. |                       |                       |
| 3.12                    | Goal 3 Action 12: Activities<br><br>RFKHS will continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.  | All Students          | District Funded       |

# Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Substantive differences in planned actions and actual implementation of these actions were identified. The substantive differences and actual implementation are noted below:

### INCREASED SERVICES

RFKHS increased additional academic support options (Action 3.4) in the form of increased independent study offerings to improve attendance and increase graduation rates of English learners, foster youth and economically disadvantaged pupils.

RFKHS fully implemented Support Services: Social Emotional Education (Action 3.6) and School Connectedness (Action 3.9) during the 2023-24 school year. Students received additional support services from our psychologist, intervention counselor, nurse, health clerk, family therapist, discipline liaison, and most recently just added a district social worker. RFKHS implemented additional measures for student sense of safety. This included extra duty hours for the discipline liaison and campus security to make calls and home visits for students who were in need of re-engagement.

Technology was provided in credit recovery and intervention. The district was able to complete much needed repairs to student-used facilities. RFKHS accommodated student needs by maintaining the classified staff work calendar to align to student school days. These actions and services are principally directed to improve services for the unduplicated pupils.

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

The SPSA includes only Title I funding. There was a decrease of approximately \$100,000 in funding for the 2023-2024 school year compared to the previous year.

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

The stakeholder groups conducted data, outcome, and performance analysis of the expected outcomes, metrics, and actions. Overall stakeholders are pleased with the school's performance on the state and local metrics outlined in the Eight Priorities. RFk will continue to provide services to meet stated outcomes.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

|  |
|--|
|  |
|--|

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

|  |
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|  |
|--|

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

|  |
|--|
|  |
|--|

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|                  |                         |                  |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|-------------|-----------------------|-----------------------|
| 4.3                 |             |                       |                       |
| 4.4                 |             |                       |                       |
| 4.5                 |             |                       |                       |

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|-------------|-----------------------|-----------------------|
| 5.4                 |             |                       |                       |
| 5.7                 |             |                       |                       |

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION   | AMOUNT       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$           |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$575,980.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I          | \$575,980.00    |

Subtotal of additional federal funds included for this school: \$575,980.00

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|-------------------------|-----------------|

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$575,980.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source | Amount     |
|----------------|------------|
| Title I        | 575,980.00 |

## Expenditures by Budget Reference

| Budget Reference                                     | Amount     |
|--|------------|
| 4000-4999: Books And Supplies                        | 106,513.45 |
| 5000-5999: Services And Other Operating Expenditures | 23,000.00  |
| Certificated Personnel Salaries & Benefits           | 15,000.00  |
| Classified Personnel Salaries & Benefits             | 151,683.36 |
| Salaries & Benefits                                  | 279,783.19 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                     | Funding Source | Amount     |
|--|----------------|------------|
| 4000-4999: Books And Supplies                        | Title I        | 106,513.45 |
| 5000-5999: Services And Other Operating Expenditures | Title I        | 23,000.00  |
| Certificated Personnel Salaries & Benefits           | Title I        | 15,000.00  |
| Classified Personnel Salaries & Benefits             | Title I        | 151,683.36 |
| Salaries & Benefits                                  | Title I        | 279,783.19 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 571,980.00         |
| Goal 3      | 4,000.00           |

# School Site Council Membership

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

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

| Name of Members      | Role                       |
|----------------------|----------------------------|
| Raudel Rojas         | Principal                  |
| Gerardo Pedraza      | Classroom Teacher          |
| Jason Pine           | Classroom Teacher          |
| Christina Giese      | Classroom Teacher          |
| Erica Ledezma        | Other School Staff         |
| Estevan Orozco       | Secondary Student          |
| Citlali Alvarez      | Secondary Student          |
| Layla Monsour Zokari | Secondary Student          |
| Ricardo Andrade      | Parent or Community Member |
| Larry Smith Jr.      | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Other: WASC Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/13/2025.

Attested:

Principal, Raudel Rojas on 05/13/2025

SSC Chairperson, Ricardo Andrade on 05/13/2025

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

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

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023