



# Robert F. Kennedy High School

1401 Hiatt Avenue • Delano, CA 93215 • 661-720-5102 • Grades 9-12

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Delano Joint Union High School District

1720 Norwalk Street  
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661-725-4000  
www.djuhsd.org

#### District Governing Board

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Art Armendariz, Board Clerk

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Arnold Morrison

#### District Administration

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Jesus Gonzalez

**Assistant Superintendent-  
Personnel Services**

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Education and Career Pathways**

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**Director of Information Technology**

Mrs. Deanne Sanchez

**Director of Special Education**

### School Description

Delano Joint Union High School District is centrally located between Bakersfield and Visalia along Highway 99 at the southern base of the San Joaquin Valley. The district serves students in grades 9-12 from surrounding culturally diverse communities. During the 2018-2019 school year, the district's three comprehensive high schools and continuation school is serving 4,250 students. The demographic composition of the student body includes 8.5% of students receiving special education services, 24% qualifying for English learner services, 99.8% percent enrolled in the Free and Reduced-Price Meal program, and 5% qualifying for migrant education services.

During the 2018-19 school year, Robert F. Kennedy High School is serving 1,226 students in grades 9-12. Student enrollment includes 10% receiving special education services, 25% qualifying for English learner support, 96% enrolled in the Free and Reduced-Price Meal program, and 4% qualifying for migrant education services. Robert F. Kennedy High School offers a comprehensive standards-based curriculum, preparing students for their post-secondary education opportunities and entrance into the workforce.

The educational staff at Robert F. Kennedy High School is committed to providing its students with a rigorous, above standards education that will help students experience academic success. Robert F. Kennedy High School continues to model the district's academic curriculum. In addition to the standard curriculum, Robert. F. Kennedy High School offers several Career Technical Education Pathways: Performing Arts, Engineering Technology, Software and Systems Development, Business Management, Residential and Commercial Construction, Architectural Design, Welding and Materials Joining, Patient Care, and Legal Practice.

Classroom instruction broadens and deepens student comprehension of academic content. Instruction is a vital component of imparting students with the ability to gather, organize, and process information

Robert F. Kennedy High School is equipped with 21st century technology. We currently have 7 computer labs on campus designated for instructional use. We also have 18 mobile computer labs and 6 iPad carts. We annually work towards increasing the number of mobile computer carts. The mobile computer carts and iPads are issued to teacher in the English, Math, Science, Social Science, and CTE departments.

### Awards and Recognition

In 2012, 2014, 2015, 2016 Robert F. Kennedy High School received the U.S. News and World Report's America's Best High Schools Bronze medal award, and in 2017 and 2018, RFKHS received the silver medal. According to its website, the U.S. News and World Report examines close to 22,000 public high schools looking at how well each school is performing on their state adopted standards, how well the school is doing at serving its entire student body (including not only college bound students but also disadvantaged and average students). RFKHS is proud to have been continually ranked as one of America's Best High Schools.

In State assessments, RFKHS continues to perform strongly with the new English and Math Common Core Assessments. For spring 2018, 63% of our 11th grade students met or exceeded grade-level standards on the English portion. Surpassing the state average of 56% and County average of 50%. On the math portion of the CAASPP, 31% of our 11th grade students met or exceeded grade-level standards, which is at the state average of 31% but above the County average of 22%. The number of AP Exams passed by RFK students in Spring 2018 increased by 24%, from 120 to 149 exams.

**RFKHS Mission Statement:**

The Professional Learning Community of Robert F. Kennedy High School is committed to providing a climate of respect and fairness in which all students can meet their full potential and experience academic excellence everyday. Each student is provided the tools to succeed in post-secondary education and a career becoming a productive member of society.

**About the SARC**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	348
Grade 10	286
Grade 11	325
Grade 12	277
Ungraded Secondary	4
<b>Total Enrollment</b>	<b>1,240</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	1.0
Filipino	6.8
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	0.0
White	0.9
Socioeconomically Disadvantaged	96.3
English Learners	22.9
Students with Disabilities	10.6
Foster Youth	0.2

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Robert F. Kennedy High School	16-17	17-18	18-19
<b>With Full Credential</b>	42	38	41
<b>Without Full Credential</b>	12	17	17
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Delano Joint Union High School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Robert F. Kennedy High School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	1	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All textbooks used in the core curriculum throughout Delano Joint Union High School District are aligned to the California Content Standards and Frameworks. Instructional materials for core content areas are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 21, 2018, the Delano Joint Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2018/2019-03 which certifies as required by Education Code §60119 that (1) sufficient textbooks or instructional materials, or both, have been provided to all students, including English learners, within the district to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, 2) all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, 3) all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, 4) textbooks and instructional materials are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects: history/social science, mathematics, English/Language Arts (including the English language development component of an adopted program), science, foreign language, and health, 5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2015-16 school year, Delano Joint Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Pearson, My Perspectives, Grades 9, 10, and 11, 2017 Prentice Hall Reader, 2009 Holt Literature and Language Arts 6th Course, 2003 Current Issues and Enduring Questions Literature & Composition; Reading, Writing, Thinking, Bedford/St. Martins 2011 The California State University, English 12 ERWC: Expository Reading & Writing Course, 2013 Heinle Cengage, English In Action Levels 1-4, 2nd Edition, 2010 Heinle Cengage, Grammar in Context Levels Basic and 1-3, 5th Edition, 2010 National Geographic, Cengage, Edge Fundamentals: A, B, and C, 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	McDougal Littell; Alegbra I, 2007 Glencoe: Algebra II, California Edition/2005 Glencoe; Glencoe Geometry/2005 Glencoe; Advanced Mathematical Concepts, Glencoe, 2004 AGS; Math for the World of Work, 2002 Topics in Contemporary Mathematics Bello/Britton 2005 The Practice of Statistics, Daren S., W.H. Freeman 2015 Advanced Mathematical Concepts, Glencoe, 2004 Calculus: Concepts and Calculators, Venture, 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Holt, Rinehart & Winston; Modern Earth Science, 2007 Holt, Rinehart & Winston; Biology, 2008 Holt, Rinehart & Winston; Modern Biology, 2006 Glencoe McGraw-Hill, Concepts of Biology, 2010 Holt, Rinehart & Winston; Modern Chemistry, 2006 Pearson, Biology AP, 2008 Physics, CA Edition Holt, Rinehart, Winston 2007 Pearson, Ed. Physics: Principles with Application, 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Modern World History Patterns of Interaction, California Edition McDougal Littell 2006 The Americans, McDougal Littell 2003 Give Me Liberty! 5th Edition, W. W Norton , Foner 2017 America's History, Bedford/St. Martin's 2008 U.S. Government: Democracy in Action Glencoe, 2000 American Government and Politics Today, Schmidt, 2009 Economics: Principles in Action, Prentice Hall, 2001 Essentials of Econ- Text and Study Guide Understanding Psychology, Glencoe McGraw-Hill, 2003  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Glencoe McGraw-Hill; Buen Viaje! Levels 1 & 2, 2008 Glencoe McGraw-Hill; Buen Viaje! Level 3, 2005 Holt, Rinehart Winston; Nuevas Vistas--Introduccion & Uno--2006 TEMAS AP Spanish Language and Culture, Vista 2014 ¿Come se dice...? Jarvis, 2013 McDougal Littell, Abriendo Puertas Part I-II, 2003  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Glencoe, Glencoe Health, 2011  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Robert F. Kennedy High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Constructed in 2008, the campus features many state-of-the-art amenities and is shared with Bakersfield Community College. The joint-use arrangement encourages and easily facilitates concurrent enrollment in college level coursework for high school students. All classrooms are equipped with 3M multimedia projectors, document cameras, and audio systems. Routine inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

2013-14 Campus Improvement Projects:

- Exterior painting projects

2014-2015

- exterior front inner quad walls painted
- stadium restroom painting was completed,
- fencing underneath stands completed
- 25 New Projectors installed in 25 classrooms

2015-2016 Campus Improvement Projects

- Additional projectors installed in 30 classrooms
- Sweeper purchased to clean parking lots
- Exterior painting projects

2016-2017

- Exterior painting projects
- Concrete barriers installed in parking lot
- Replace lighting in Gym with LED lights
- Additional projectors installed in classrooms and cafeteria

2017-2018

- Exterior painting projects
- Cement under home bleachers in Stadium
- Replace lighting with LED lights on Campus

2018-2019

- Install half door barriers in administration building
- Football stadium lights replacement

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	68.0	63.0	65.0	64.0	48.0	50.0
Math	32.0	32.0	30.0	36.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.3	19.9	24.5

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	295	292	98.98	63.01
<b>Male</b>	151	150	99.34	59.33
<b>Female</b>	144	142	98.61	66.90
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	24	24	100.00	66.67
<b>Hispanic or Latino</b>	260	258	99.23	63.95
<b>White</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	285	282	98.95	62.06
<b>English Learners</b>	83	82	98.80	19.51
<b>Students with Disabilities</b>	32	32	100.00	15.63
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	295	293	99.32	31.74
Male	151	150	99.34	27.33
Female	144	143	99.31	36.36
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	24	24	100	50
Hispanic or Latino	260	259	99.62	30.89
White	--	--	--	--
Socioeconomically Disadvantaged	285	283	99.3	31.45
English Learners	83	82	98.8	6.1
Students with Disabilities	32	32	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in Robert F. Kennedy High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. There are a variety of volunteer opportunities on the Kennedy High School campus: Chaperone activities, Library, Career Center, individual classrooms, Co-curricular activities, Extra-curricular activities, School office support, and Sports' Boosters.

There are also several advisory groups in which parents and community members may participate: School Site Council, English Learner Advisory Council, District English Learner Advisory Council, Title I Advisory Committee, and WASC. Robert F. Kennedy uses the AERIES Parent Portal where parents can monitor their child's grades and see any missing assignments.

Advisory groups are responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. RFK High School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend the following events: Academic Awards Night, ASB-sponsored Events, Academic and Athletic Events, Back to School Night, Career Fair, Coffee with the Counselors, Cash for College, Ninth Grade Parent Orientation, Grade-level Counselor-Parent, Bakersfield College Renegade Night, Parent-Teacher Conferences (as needed), Senior Awards Night, and student performances - band and choir concerts, talent shows, and other informational sessions.

School News: All school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats: Parent Portal, Blackboard Connect (mass communication telephone system), District newsletters/Superintendent message at [www.djuhsd.org](http://www.djuhsd.org), Letters and flyers, the Parent Information Packet distributed in the fall, the school website at [www.djuhsd.org/Domain/10](http://www.djuhsd.org/Domain/10), and the marquee (located at the front entrance to the school).

Parents seeking more information about becoming an active member in the school community may contact the principal's secretary at (661) 720-5101.

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

All staff share in the supervision of students throughout the day. As students enter the campus each morning, during lunch, and at dismissal, supervision is shared by school administrators, security officers, 1/2 day TOSA, and a student discipline liaison. Each individual is either circulating throughout the campus, supervising entrances, or monitoring designated areas in an effort to maintain a secure and orderly environment. We also have a full-time school resource officer on campus. All parents and visitors are required to check in at the main office upon arrival, obtain and wear a visitor's badge during their visit, and then return to the main office upon departure. In addition, a visitor request form must be submitted at least two days in advance for any teacher or counselor wishing to bring a guest speaker or presenter on to campus. This visitor must be approved by administration prior to their visit.

The Comprehensive School Safety Plan (CSSP) was developed for Robert F. Kennedy High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan is being reviewed, updated, and shared with school staff. The last safety plan was Board Approved on December 2017.

Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. Bullying and harassment are not tolerated. The district has employed policies, staff training programs, procedures, and practices to reduce and eliminate bullying and harassment as well as the means to address such incidents when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.4	1.7	1.3
Expulsions Rate	0.2	0.6	0.6
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.7	1.9
Expulsions Rate	0.2	0.4	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	307

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	25.0	24.0	15	17	19	30	28	24	8	5	14
Mathematics	26.0	24.0	25.0	12	16	16	28	35	25	9	1	8
Science	28.0	27.0	27.0	4	3	3	6	15	16	9	5	6
Social Science	31.0	32.0	29.0	5	3	6	5	6	9	15	17	18

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

All curriculum and instructional improvement activities at Delano Joint Union High School District are aligned to the California State Content Standards and Frameworks, National Common Core Standards and the NGSS. District administration, school administrators, and learning directors work as a collaborative unit to identify and select staff development programs based upon results of the following data: Analysis of student performance on state standardized tests, Formative Assessment of Core Standards (FACS, a local measure), WASC teacher surveys, District and school plans, and collaboration of teachers and site administration.

For our ongoing professional development plan, the 2018-2019 school-year started with an Illuminate Data and Analysis training for all teachers to integrate technology into the classroom. Using Illuminate, teachers are able to administer assessments online for ease of analysis across cohorts. Throughout the year, as DJUHSD is a Microsoft Office district, teachers are provided Microsoft Office training, specifically OneNote and Teams. In the last three years, teacher training concentrations have been devoted to strengthening alignment of core subjects to essential state standards, Common Core standards and NGSS. Professional development is provided on an ongoing basis for development and refinement of curriculum and assessments, Explicit Direct Instruction, Depth of Knowledge, EL Academic and Content Vocabulary Acquisition. In addition, many of our teachers and administrators attend training offered by the Kern County Superintendent of Schools such as: CAASPP Institute for Implementing the Smarter Balanced Assessment System, EL Network to support the needs of English Learners, New Teacher Seminars, and NGSS Administrator Awareness Training. All AP teachers attend AP by the Sea conferences to introduce them to or further support their instructional practices in the AP classroom. Our counselors annually attend the CSU Counselor Conference and the local community college conference. Career Technical Education instructors attend training and conferences to continue building and strengthening our CTE Career Pathways. Other trainings that RFK teachers have participated in include: NCCER Instructor Certification Training, Central Ca World Language Project, High School Science Teachers Professional Learning Network, AB-1227 Human Trafficking Training (health teacher), CSU Expository Reading and Writing Course (ERWC), Get Focus Stay Focused Training, Reading Institute for Academic Preparation (RIAP) and Inclusion/Co-Teaching Models and UDL trainings.

Department and grade level teams meet biweekly to continue refining scope-and-sequences, align assessments to the Common Core Standards, analyze student performance data, evaluate and develop assessments, discuss student engagement strategies, integrate technology, and identify and share best teaching practices to improve instruction. The school's leadership team, comprised of core department chairs and resource teachers, meets monthly. The team identifies and selects staff development needs, as well as academic interventions, using results from data analysis, feedback from subject area and grade level cohort meetings, and identified student needs.

Delano Joint Union High School District offers supplemental training and support for new and ongoing program teachers are sent to third party sponsors for training, topics are closely focused on instructional improvement and enhancement. Teachers training activities take place throughout the school year to support district wide concentrations and programs.

New teachers and teachers not yet fully credentialed are supported by frequent new teacher meetings led by administration, peer coaching, and other extensive staff development. Teachers new to the district participate in the New Teacher Orientation Program. Participating teachers meet frequently with school administrators and mentor teachers who provide guidance and support with classroom teaching techniques, classroom management strategies, and school procedures. The Teacher Induction Program offers comprehensive support and training for new teachers with a preliminary credential. After successful completion of the two-year Teacher Induction Program training, teachers may apply for their clear teaching credential. All program participants are assigned to a Support Provider (mentor teacher) for individualized support and guidance.

Staff are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Instructional aides may receive district and site-level training based upon instructional support and program needs. Classified support staff may receive additional job-related training from district administrators.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,451	\$48,783
Mid-Range Teacher Salary	\$67,693	\$80,177
Highest Teacher Salary	\$99,550	\$104,535
Average Principal Salary (ES)	\$0	\$128,506
Average Principal Salary (MS)	\$0	\$154,350
Average Principal Salary (HS)	\$137,953	\$133,486
Superintendent Salary	\$185,784	\$181,868
Percent of District Budget		
Teacher Salaries	27.0	32.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

In addition to general fund state funding, Delano Joint Union High School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Supplemental/Concentration Funds,
- Title I,
- Title II,
- Title III-English Language Learner and Immigrant,
- Migrant Education, Migrant MESRP,
- Special Education IDEA,
- Carl Perkins,
- CTEIG,
- Special Education Workability,
- Ag Incentive,
- Partnership Academies-Health,
- Lottery both Instructional Materials and State,
- Local Grants (Resource 9000s),
- Medi-Cal Billing Option,
- California Clean Energy Jobs Act of Prop 39,
- Educator Effectiveness,
- WIOA,
- Special Education State,
- Special Education Mental Health Services,
- College Readiness Grant,

Throughout the year, Robert F. Kennedy High School sponsors a variety of special events, workshops, and courses to help students and their parents understand as well as to prepare students for the importance of the high school years as a foundation for collegiate, vocational, and civic life. Our programs consist of regular classes, extended-day tutorial, Saturday and evening tutorial sessions targeting under-achieving students, who need additional support; the mid-range students, who can achieve college readiness on either federally or state-mandated tests; and the high-achieving student, who will be able to perform stronger on college entrance and AP exams.

Workforce Preparation: RFK High School's career technical education programs offer a diverse range of opportunities for students to get a head start on their future. Counselors meet with students at least annually to evaluate individual progress in meeting graduation requirements and vocational education needs. All students work with their counselors to develop an Individual Learning Plan which identifies their unique academic plan to meet

post-secondary and/or career goals upon graduation.

Students are encouraged to take dual and concurrently enrolled courses at the neighboring Bakersfield College Campus and the more rigorous UC a-g courses if they plan on attending a four-year college or university. Advanced Placement Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site		\$5,280.55	\$7,466.83	\$76,830.28
District	♦	♦	\$7,505.16	\$66,905
State	♦	♦	\$7,125	\$79,496
Percent Difference: School Site/District			-0.5	13.8
Percent Difference: School Site/ State			4.7	-3.4

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Robert F. Kennedy High School	2014-15	2015-16	2016-17
Dropout Rate	1.3	0.0	2.4
Graduation Rate	98.2	98.7	92.0
Delano Joint Union High School District			
2014-15	2015-16	2016-17	
Dropout Rate	2.8	2.1	2.7
Graduation Rate	96.2	96.4	93.4
California			
2014-15	2015-16	2016-17	
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	604
% of pupils completing a CTE program and earning a high school diploma	38%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	96.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	54.6

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	3	♦
Fine and Performing Arts	0	♦
Foreign Language	4	♦
Mathematics	2	♦
Science	2	♦
Social Science	1	♦
All courses	12	19.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	98.3	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	100.0	93.3	94.9
Filipino	100.0	96.6	93.5
Hispanic or Latino	100.0	98.7	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	66.7	88.2	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	99.8	88.6
English Learners	17.5	59.8	56.7
Students with Disabilities	75.0	77.1	67.1
Foster Youth	0.0	66.7	74.1

### Career Technical Education Programs

The districts and sites CTE pathways are overseen by Paul Chavez, Director of Career Technical Education. Our CTE programs are planned course sequences of high quality academic core content and technical skills which focus on a specific career path and prepares students to successfully transition toward their career goal. All career technical education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Students are required to pass one career-related course (Computer Literacy) to fulfill a portion of their graduation requirements. Some career education courses fulfill A-G university entrance requirements. Several pathways are currently being revised for articulation with the local community college. For the 2017-2018 school-year, we are offering career pathways in Performing Arts, Education, Engineering Technology, Software and Systems Development, Business Management, Residential and Commercial Construction, Architectural Design, Welding and Materials Joining, Patient Care and Legal Practice. Currently, our pathways in the Building and Construction Trades sector and the Engineering and Architecture sector are articulated with Bakersfield College, which has a satellite site adjacent to our campus. We are looking to add industry accepted certification while simultaneously adding other pathways to fulfill student career interests and needs. A variety of career exploration resources and interest surveys are available in the career center as well as a component of coursework in some classes. Military, trade school, and college representatives visit the campus throughout the year to lead presentations highlighting the unique qualities of their institutions.

Regional Occupational Programs (ROP) are offered off campus through the North Kern Vocational Training Center (NKVTC). ROP courses are designed to prepare high school students (16 years and older) for entry-level employment, upgrade current job skills, or obtain more advanced levels of education. For more information about regional occupational programs, students may contact the high school's career center or contact the North Kern Vocational Training Center at (661) 725-4180 or through [www.nkvtc.org](http://www.nkvtc.org).

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.