



# Robert F. Kennedy High School

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

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Delano Joint Union High School District

1720 Norwalk Street  
Delano, California, 93215  
661-725-4000  
www.djuhsd.org

#### District Governing Board

Arnold Morrison , Board President  
Lionel Reyna, Board Clerk  
Art Armendariz  
Jesus Cardenas  
Eloise Carrillo

#### District Administration

Dr. Terri Nuckols Ed. D  
**Superintendent**  
Jason Garcia  
**Associate Superintendent**  
Jesus Gonzalez  
**Director of Human Services**  
Adelaida C. Ramos  
**Executive Director Educational Services**  
Adrian Madueña  
**Chief Financial Officer**  
Mrs. Dolores Rodriguez  
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Mr. Paul Chavez  
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and Career Pathways**  
Mr. Cesar Ramirez  
**Director of Information Technology**  
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**Director of Maintenance, Operations,  
and Transportation**  
Mrs. Deanne Sanchez  
**Director of Special Education**  
Mr. Charles Trueblood  
**Maintenance Supervisor**  
Mr. Frank Pasillas  
**Custodial Supervisor**  
Mr. Les Lucas, Sr.  
**Transportation Supervisor**

### 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 2015-2016 school year, the district's three comprehensive high schools and continuation school served more than 4,300 students. The demographic composition of the student body includes 7% of students receiving special education services, 27% qualifying for English learner services, 99.8% percent enrolled in the Free and Reduced-Price Meal program, and 4% qualifying for migrant education services.

During the 2015-16 school year, Robert F. Kennedy High School served 1,046 students in grades 9-12. Student enrollment included 8% receiving special education services, 25% qualifying for English learner support, 94% enrolled in the Free and Reduced-Price Meal program, and 6% 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 our student 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 unique courses of study such as: Web Design, Video Production, Building Skills, Introduction to Metal, Silk Screening, and Engineering Technology. Each course is designed to provide above-standards curriculum and promote critical thinking skills.

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

#### **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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	373
Grade 10	294
Grade 11	215
Grade 12	234
Ungraded Secondary	6
<b>Total Enrollment</b>	<b>1,122</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	0.9
Filipino	6.7
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	0
White	1.2
Two or More Races	0.2
Socioeconomically Disadvantaged	94.5
English Learners	26.7
Students with Disabilities	9.8
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	14-15	15-16	16-17
<b>With Full Credential</b>	42	39	42
<b>Without Full Credential</b>	5	13	12
<b>Teaching Outside Subject Area of Competence</b>	0		0
Delano Joint Union High School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	158
<b>Without Full Credential</b>	♦	♦	32
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Robert F. Kennedy High School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	1
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	81.8	18.2
Districtwide		
<b>All Schools</b>	88.0	12.0
<b>High-Poverty Schools</b>	88.0	12.0
<b>Low-Poverty Schools</b>	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 26, 2014, 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. 2014/2015-02 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 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Holt, Rinehart &amp; Winston: Literature and Language Arts 3rd, 4th, 5th, and 6th Courses, 2003                      Holt, Rinehart &amp; Winston: Holt Handbook 3rd, 4th, 5th, and 6th Courses, 2003                      CSU The California State University, English 12 ERWC: Expository Reading &amp; 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, 2010                      Pearson, My Perspectives, 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>McDougal Littell: California Math Concepts and Skills Courses 1 &amp; 2, 2001                      McDougal Littell; Alegbra I, 2007                      Algebra I, CPM Education Program, 2013                      Glencoe: Algebra II, California Edition/2005                      Glencoe; Glencoe Geometry/2005                      Harcourt; Harcourt Math California Edition, 2002                      Glencoe; Advanced Mathematical Concepts, Glencoe, 2004                      AGS; Math for the World of Work, 2005                      Topics in Contemporary Mathematics, Bello/Britton, 2005                      Advanced Mathematical Concepts, Glencoe, 2004                      Calculus: Concepts and Calculators, Venture, 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>Holt, Rinehart &amp; Winston; Modern Earth Science, 2007                      Holt, Rinehart &amp; Winston; Biology, 2008                      Holt, Rinehart &amp; Winston; Modern Biology, 2006                      Glencoe McGraw-Hill, Concepts of Biology, 2010                      Holt, Rinehart &amp; Winston; Modern Chemistry, 2008                      Pearson, Biology AP, 2008                      Pearson, Ed. Physics: Principles with Application, 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Glencoe McGraw-Hill; Understanding Psychology, 2003 Prentice Hall: Economics: Principles in Action, 2001 Essentials of Economics, Text and Study Guide Glencoe: U.S. Government: Democracy in Action, 2010 McDougal Littell: The Americans, 2003 McDougal Littell: Modern World History, Patterns of Interaction, 2003 & 2006 eds. Bedford/St. Martin's Press, America's History, 2008 Schmidt, American Government and Politics Today, 2009  <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 Prentice Hall, Abriendo Paso Lectura and Gramatica, 2007 McDougal Littell, Abriendo Puertas Part I-III, 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%
<b>Science Laboratory Equipment</b>	Prec. Balance (10) Triple Beam Balance (24) Ohaus Balance w/Double Pan (4) Hotplate/Stirrer (16) Geiger Counter (1) Radioactive Source Kit (3) Incubator (1) Electronic Autoclave (1) Compound Microscope (26) Mobile Microscope (1) Microslide Viewer (3) Vacuum Pump (2) Jar, Bell, w/knob (2) Plate, Economy Vacuum (2) Conductivity Tester (16) Centrifuge (1) Centrifuge Tube Graduated (10) Electrolysis Apparatus (1) Digital Melting Point Apparatus (1) Bell Jar and Vacuum Set (6) 250 ml Cylinder (10) 500 ml Cylinder (10) 1000 ml Cylinder (10) Polymethylpentene Cylinder 100 ml (29) Graduated Cylinder 10 ml (22) Graduated Cylinder 50 ml (20) Graduated Cylinder 100 ml (29) Buret 50 ml (20) Beaker 50 ml (20) Beaker 100 ml (38) Beaker 150 ml (40) Beaker 250 ml (75) Beaker 600 ml (30) Beaker 1000 ml (6) Erlenmeyer Flask 250 ml (20) Erlenmeyer Flask 500 ml (8) Erlenmeyer Flask 1000 ml (8) Boiling Pyrex Flask 500 ml (10)

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Plastic Funnel 65 MM short stem (20) Fluted Funnel 65 mm short stem (20) Funnel Pyrex long stem (12) Pipette 10 ml (30) Pipette 25 ml (12) Pump Pipette 10 ml (12) Pump Pipette 25 ml (8) Tube 9 mL (144) Tube 14 mL (144) Tube 34 mL (72) Tube 25 x 150 (72) Test Tube Finger Grips (24) Pipet (5) Pipet (2) Stirring Rod 8" (20) Tubing 1/4" D x 1/16" (48) Rubber Tubing (10) Watch Glass 100 mm (14) Watch Glass 75 mm (14) Pipet 146 mm (500) Pipet dropper (1000) Flask 250 mL (10) Flask 500 mL (10) Flask 1000 mL (6) Tube 50 mL (14) Crucible High Form 30 mL (100) Crucible Cover 45 mm (100) Crucible Cradle (16) Pipe Stem Triangle (20) Mortar & Pestle Set 130 mm (12) Mortar & Pestle Set 100 mm (12) Test Tubes (2) Glass Bottle 30 mL (20) Gas Generator Bottle 250 mL (12) Brush 15 cm (10) Brush 24 cm (10) Brush 27 cm (10) Steel Wool 500g (2) Brush 41 cm (6) Bottle 500 ml (14) Cork sizes 0-11 (100) Cork sizes 3-16 (100) Stopper Sizes 1-6 (1) Rubber Stopper Sizes 00-8 (1) Cork Bore Set 5mm to 13mm (1) Stopper Size 6 (1) Stopper Size 7 (1) Stopper Size 9 (1) Parafilm (1) Plate (60) Test Tube Rack (20) Thermometer Rack (1) Thermometer Clamp (25) Thermometers (24) Holder (20) Clamp 3 Prong (25) Clamp Buret (20) Clamp 16.5 cm (20) Ring Support (20) Wire Gauze (20) Scoop 16.5 cm (20) Spoon 23 cm (10)

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Tongs 20 cm (20) Tongs 23 cm long (20) Buret holder (1) Buret Clamp (20) Triangular Support (24) Right Angle Clamp Holder (20) Thermometer Tray (1) Suspension Clamp (20) Red Litmus Paper (1600) Blue Litmus Paper (1600) pH Paper (2000) pH Buffer Set (2) Paper Filter (600) pH Paper, Hydriion (20) pH Meter (14) Buffer Solution pH 4.00 (1) Buffer Solution pH 7.00 (1) Buffer Solution pH 10.00 (1) Magnifier 6.5 cm (20) Magnifier Gooseneck Base (2) Kit Class Magnet Demonstration (8) Prism Right Angle (10) Prism Acrylic (30) Magnet Steel Bar (10) Magnetic Stir Bar (24) Retriever (10) Dispenser, Acid & Reagent (1) Safety Matches (100) Burner Medium Btu (24) Tubing Burning Connector 91 cm (24) Wood Splint 114 mm x 6 mm (475) Glass Beads (1500) Weighing Boats (1000) Glasses (80) Apron (80) Collision Apparatus (1) Stand long rod (1) Clamp Holder Right Angle (1) Cart (6) Dynamics Cart (6) Centripetal Force Apparatus (10) Snap Circuits (10) Demonstration Eddy current (10) Demonstration Pendulum (1) Tuning Fork (16) Force Table Model (8) Moment of Force Apparatus (8) Kinetic Energy Track (8) Apparatus (10) Newtonian Demonstration (8) Gyroscope (8) Plane w/protractor (2) Gravity Blocks (6) Cylinder (4) Density Set (4) Blackboard Optics Kit (1) Transformer 6-120 v (1) Hooked Mass Set (8) Stopwatch (24) Inertia Set (1) Magnetic Field Demonstrator (1) Ray Box (2)

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Optics Set (2) Clamp 16.5 cm (10) Caliper 14 cm (10) Clamp on Utility Light 150 Watt (4) Wire 10 m roll (1) Wire 16 m roll (1) Wire 25 m roll (1) Wire 8 m roll (1) Wire 13 m roll (1) Wire 20 m roll (1) Wire 39 m roll (1) Wire 62 m roll (1) Wire 99 m roll (1) Wire 99 m roll (1) Loop 28 cm (30) Swab Applicator (2) Microslide (4) Microscope Slide 25 MM x 75 MM (1400) Microscope Slide single shallow (60) Cover Glass 22 mm (2) Cover Glass 18 mm (2) Slide Box (2) Optical lens paper 10 cm x 15 cm (100) Lens Solution (1) Prepared Slide Biology (25) Prepared Slide Mammalian (25) Prepared Slide Microbiology (12) Prepared Slide Animal Cell (5) Prepared Slide Plant (5) Prepared Slide Gen. Biology (50) Prepared Slide Skin (human) (2) Prepared Slide Muscle (2) Preserved Earthworm (200) Preserved Grasshopper (100) Preserved Sheep heart (20) Preserved Sheep Eye (20) Preserved Sheep Brain (2) Pin "t" 5 cm (1500) Taste Paper (200) Petri Dish (400) Dish, Culture (10) Mixer (1) Pail Opener (1) Owl Pellet Kit (2) Replacement Pellets (30) Grass Frog Form (80) Fetal Pig (40) Dissecting Pan (24) Dissecting Set (24) Potassium Permanganate (1) Ethanol (1) Glycerol (1) Grams Stain Kit (2) Iodine (2) Lactose 500 g (1) Maltos Monohydrate (1) Methylene Blue Solution (1) Agar (1) Petroleum Ether (1) Phenolphtalein (1) Stain Assortment (2) Sucrose (1)

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Hydrochloric Acid (2) Ethanol (2) 2-Propanol (1) Sodium Chloride (4) Collection, Physical Properties of Mineral (70) Plate 50 mm x 50 mm x 3 mm (16) Plates, Glass hardness (20) Coriolis Effect Kit (1) Barometer (1) Psychrometer (1) Collection, Rock & Mineral (40) Collection, Rock & Mineral Earth Science (62) Common Rock (6) Igneous Rocks (15) Metamorphic Rocks (15) Sedimentary Rocks (15) Mineral Hardness Kit (72) Fossil Collection (24) Infrared Lamp and Reflector (8) Organic Structure (14) Molecular Set (10) Hydrochloric Acid (1) Nitric Acid ACS grade 15.8 M (1) Nitric Acid 1 L oxidizer (2) Sulfuric acid acs grade 2.5 1(1) Sulfuric acid, corrosive 1 1 (2) Acetic acid acs grade 500 ml (2) Propionic acid 500 ml (1) Salicylic acid 100 g (2) Ethyl alcohol (1) 0 Methanol 500 ml (1) 2-propanol 500 ml (2) Acetone 3.78 1 (1) Cyclohexane 500 ml (1) Hydrogen peroxide acs grade 500 ml (2) Hydrogen peroxide lab grade 500 ml (2) Ammonium hydroxide 11 (2) Barium hydroxide octahydrate 500 g (2) Calcium hydroxide lab grade 500 g (1) Potassium hydroxide 500 g (1) Sodium hydroxide 500 g (3) Aluminum 500 g (1) Aluminum roll (2) Calcium (1) Copper, lab grade 500 g (1) Iron 500 g (2) Lead 500 g (1) Magnesium 25 g (8) Sodium 100 g (1) Tin Lab Grade 100 g (1) Zinc 500 g, shots (1) Zinc 500 g, Mossy (1) Ammonium Chloride 500 g (2) Ammonium Nitrate 500 g (2) Barium Chloride Dihydrate Lab 500 g (1) Calcium Carbide 500 g (1) Calcium Carbonate 500 g (1) Calcium Chloride Anhydrous (2) Cobalt Chloride Hexahydrate (2) Copper Chloride Dihydrate (6) Copper Nitrate 4 x 25 g (2) Copper (II) Sulfate (4)



**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Edta Disodium Salt 25 g (1) Iodine 100 g (1) Iron III Chloride Hexahydrate 4 x 25 g (1) Iron III Nitrate Nonahydrate 4 x 25 g (1) Lead II Nitrate 500 g (1) Calcium Hydroxide 1 L (1) Lithium Chloride 100 g (1) Lithium Nitrate 4 x 25 g (1) Lycopodium Powder 4 x 25 g (1) Magnesium Nitrate Hexahydrate 4 x 25 g (1) Magnesium Sulfate 500 g (1) Potassium Chloride 500 g (1) Potassium Iodide 100 g (1) Potassium Nitrate 500 g (1) Silver I Nitrate 4 x 25 g (1) Sodium Acetate Trihydrate 500 g (1) Sodium Hydrogen Carbonate 2.5 Kg (2) Sodium Chloride 2.5 kg (2) Sodium Iodide 100 g (1) Sodium Nitrate crystals 500 g (1) Sodium Sulfate 500 g (1) Sodium Thiosulfate Pentahydrate 500 g (1) Electrostatic Materials Kit (2) Aluminum Coated Pith (2)
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

**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.

2012-13 Campus Improvement Projects:

- Exterior painting projects
- Completion of stadium and library
- Completion of practice gym

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

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: August 02, 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

**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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	67	61	43	66	56	49	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	21.6	19.2	33.2

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	62	72	60	65	44	48
<b>Math</b>	33	39	28	32	34	36

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	291	283	97.3	42.8
Male	147	146	99.3	44.5
Female	144	137	95.1	40.9
Filipino	19	19	100.0	57.9
Hispanic or Latino	265	257	97.0	42.0
Socioeconomically Disadvantaged	269	261	97.0	42.5
English Learners	81	78	96.3	18.0
Students with Disabilities	24	23	95.8	13.0
Students Receiving Migrant Education Services	13	13	100.0	23.1

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	198	194	98.0	72.4
Male	11	98	96	98.0	64.9
Female	11	100	98	98.0	79.6
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	14	14	100.0	71.4
Hispanic or Latino	11	173	169	97.7	73.0
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	190	186	97.9	71.7
English Learners	11	40	39	97.5	28.2
Students with Disabilities	11	15	14	93.3	
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	199	194	97.5	38.9
Male	11	98	96	98.0	36.8
Female	11	101	98	97.0	40.8
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	14	14	100.0	57.1
Hispanic or Latino	11	174	169	97.1	36.3
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	191	186	97.4	36.8
English Learners	11	40	39	97.5	2.6
Students with Disabilities	11	15	14	93.3	
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2016-17)

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, as Chaperone for school activities and events, 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. Last year we also launched 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, BC Renegade Signing 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/Robert](http://www.djuhsd.org/Robert), 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) 720-5102.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (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, and both student discipline liaisons. 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 is also on campus. All parents and visitors are required to check in at the main office upon, 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 was reviewed, updated, and shared with school staff in November 2016(Board Approved December 2016).

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	2013-14	2014-15	2015-16
Suspensions Rate	4.9	2.8	1.4
Expulsions Rate	0.4	0.2	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	5.0	4.2	2.8
Expulsions Rate	0.3	0.3	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	50.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
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	
Other	
Average Number of Students per Staff Member	
Academic Counselor	348

\* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	25	26	26	18	10	9	24	39	33	12	3	10
Mathematics	27	29	28	10	6	8	20	20	19	11	17	14
Science	33	30	30	2	3	5	3	8	9	14	9	8
Social Science	28	28	29	5	6	4	12	14	16	8	7	8

\* 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 and the National Common Core Standards. 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 the 2015-16 school year, teacher training concentrations were devoted to strengthening alignment of core subjects to essential state standards and common core standards as well providing Explicit Direct Instruction training for teachers in all subject areas. Staff development days were provided during the 2015-16 school year devoted to the following areas: Common Core State Standards, Development and Refinement of Curriculum and Assessments for the Common Core, Explicit Direct Instruction, Depth of Knowledge and EL Academic and Content Vocabulary Acquisition. In addition, many of our teachers attend their subject specific AP by the Sea conference to introduce them to or further support their instructional practices in the AP classroom.

Department and grade level teams meet weekly to align the curriculum to state and common core standards, analyze student performance data, evaluate and develop assessments, discuss student engagement strategies, 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. During the 2015-16 school year, professional development efforts concentrated on Common Core State Standards, the Next Generation Science Standards, and our EL population.

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 Beginning Teacher Support and Assessment program offers comprehensive support and training for new teachers

with a preliminary credential. After successful completion of the two-year BTSA 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.

To support our math and science teachers in helping our EL population acquire academic and content vocabulary, we hired a district math and science consultant who specialized in EL Academic and Content Vocabulary Acquisition. Several teachers attended the staff development training. The consultant then followed up with on site observations throughout the course of the year.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,372	\$46,184
Mid-Range Teacher Salary	\$62,255	\$75,179
Highest Teacher Salary	\$90,535	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$126,830	\$137,939
Superintendent Salary	\$165,242	\$217,637
Percent of District Budget		
Teacher Salaries	30%	35%
Administrative Salaries	6%	5%

\* 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/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site		3,686.07	7,270.15	\$71,607.69
District	♦	♦	7,062.88	\$63,052
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			2.9	13.6
Percent Difference: School Site/ State			28.1	-8.0

\* Cells with ♦ do not require data.

### 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 2015-2016 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

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

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Robert F. Kennedy High School	2011-12	2013-14	2014-15
Dropout Rate	2.90	1.70	1.30
Graduation Rate	95.80	92.70	98.22
Delano Joint Union High School District	2011-12	2013-14	2014-15
Dropout Rate	4.20	3.00	2.80
Graduation Rate	92.86	93.54	96.17
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	778
% of pupils completing a CTE program and earning a high school diploma	21%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	11%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	93.02
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	44.0

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	1	♦
Science	2	♦
Social Science	3	♦
All courses	13	18

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	100	99	86
Black or African American	100	80	78
American Indian or Alaska Native	0	0	78
Asian	0	100	93
Filipino	94	99	93
Hispanic or Latino	100	99	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	100	91	66
English Learners	33	32	54
Students with Disabilities	100	98	78

### 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. Currently, some of the courses we offer are advanced specialized welding, and digital photography, computer literacy, construction, intro to psychology, Spanish I CP, Spanish Speakers 2P, Spanish Speakers III CP, Spanish Speakers 3P, H, and 4 AP, and intro to woodworking some of which are articulated with Bakersfield College, which has a satellite site adjacent to our campus. In other pathways, 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 <http://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.