

Robert F. Kennedy High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Robert F. Kennedy High School
Street	1401 Hiett Avenue
City, State, Zip	Delano, CA 93215
Phone Number	661-720-5102
Principal	Raudel Rojas
Email Address	rrojas@djuhsd.org
School Website	https://www.djuhsd.org/Domain/10
Grade Span	9-12
County-District-School (CDS) Code	15634120116384

2024-25 District Contact Information	
District Name	Delano Joint Union High School District
Phone Number	661-725-4000
Superintendent	Jason Garcia
Email Address	ejauregui@djuhsd.org
District Website	www.djuhsd.org

2024-25 School Description and Mission Statement
Robert F. Kennedy High School (RFKHS) was established as part of the Delano Joint Union High School District (DJUHSD) in 2008. Located on the west side of Delano, RFKHS currently serves 1,368 students in grades 9-12. Student enrollment includes approximately 11% receiving special education services, 24% qualifying for English learner support, 95% 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. We are committed to continuous improvement of our instructional programs and practices to meet the needs of all learners.

2024-25 School Description and Mission Statement

Robert F. Kennedy High School currently employs 64 teachers, 5 counselors, 4 administrators, and 69 classified support staff that includes a school nurse, psychologist, intern psychologist, and a speech pathologist. The educational staff at RFKHS is committed to providing its students with a rigorous, above standards education that will help students experience academic success. RFKHS continues to model the district's academic curriculum. In addition to the standard curriculum, students have access to several Career Technical Education Pathways: Performing Arts, Software and Systems Development, Business Management, Residential and Commercial Construction, Architectural Design, Welding and Materials Joining, and Patient Care. The school is equipped with 21st century technology having 4 computer labs on campus designated for instructional use and 42 mobile computer carts. We annually work towards increasing the number of mobile computer carts that are issued to teachers in the English, Math, Science, Social Science, and CTE departments. Students who enroll in the alternative program or in short term independent study, continue to have access to lessons and assignments via the Canvas online learning platform or Microsoft Teams. Wi-Fi hot spots are available for students on short term independent studies due to COVID-19 who do not have access to the internet from home.

MISSION STATEMENT

Our mission statement provides us with clear direction for our work with students, parents, and colleagues. Robert F. Kennedy High School's professional learning community is committed to providing a climate of respect and fairness in which all students meet their full potential and experience academic excellence every day. It is our commitment to provide all students with the necessary tools to succeed in a college education and prepare them for a career to become productive members of society through challenging dual enrollment courses and CTE pathways and building GLOBAL students.

STUDENT LEARNER OUTCOMES

Our Student Learning Outcomes focus on the development of GLOBAL members in our society who are:

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

Our partnership with our families and community is an integral part of the success of RFK. We encourage parents to become involved, whether through attending school events or being a part of one of the many committees or support groups aimed at improving our campus, such as the following: English Learner Advisory Committee (ELAC), Title I Parent Meetings, School Site Council (SSC), Safe Schools Committee, or WASC Focus Committees.

AWARDS AND RECOGNITIONS

RFKHS was ranked among the best high schools in the nation by U.S. News for several years. In 2012, 2014, 2015, and 2016 RFKHS 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. In the Bakersfield California metro area high schools, Robert F. Kennedy High School ranked #2 in 2020, and #1 in 2019, 2021, and 2022. 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 honored and takes great pride in being one of only nine schools across the State of California-one in four in the Count- and one of two in our District to be named Exemplary Dual Enrollment Awardee. During the 2023-2024 school year, RFKHS students have access to over 55 combined sections of dual and/or concurrent enrollment.

In State assessments, RFKHS performs strongly in the English and Math Common Core Assessments CAASPP state assessments. For spring 2024, 69.05% of our 11th grade students met or exceeded grade-level standards on the English portion, surpassing the state 11th grade average of 55.73%. On the Math portion of the CAASPP, 30.62% of our 11th grade students met or exceeded grade-level standards, 2.72% above the State average of 27.9%, and above the district average of 29.8%. On the California Science Test, 29.74% met or exceeded standards. In Spring 2024, 40% of students passed an AP Exam. RFKHS offers numerous CTE courses to complete pathways in performing arts, business, welding, engineering, construction, patient care, software, and architectural design. Students also have the opportunity to complete college credits through our dual enrollment courses for the opportunity concurrently earn an AA and a high school diploma.

The Thunderbirds are not only champions in academic achievement but also in our athletic and performing arts programs with three football and one baseball valley championships, South Sequoia League championships at various team levels and

2024-25 School Description and Mission Statement

sports, a competitive cheerleading program, an award-winning color guard, choir, winter guard and percussion, and marching band, just to name a few. Robert F. Kennedy High School is truly a great place to learn and build long-lasting, positive memories. Students, parents, teachers, staff, administration, and the community work together to provide all students with the opportunity to obtain a high quality, comprehensive educational experience based on each student's individual abilities and personal goals to prepare them for a successful future. Robert F. Kennedy High School continues to look for new and innovative ways to reach parents and make them a part of the school community. Stronger parent and community participation on campus is an ongoing goal for our Thunderbird family!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	350
Grade 10	356
Grade 11	319
Grade 12	340
Total Enrollment	1,365

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
Asian	0.7
Black or African American	0.6
Filipino	5.7
Hispanic or Latino	91.7
Two or More Races	0.2
White	1.1
English Learners	21.8
Foster Youth	0.1
Homeless	0.3
Migrant	7.1
Socioeconomically Disadvantaged	92.4
Students with Disabilities	11.1

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.50	74.18	137.60	73.81	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	5.36	8.80	4.73	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.80	17.53	32.60	17.52	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	2.89	7.30	3.92	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	56.00	100.00	186.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.80	75.57	147.50	79.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.90	3.72	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.60	13.23	17.60	9.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	4.73	8.20	4.41	11953.10	4.28
Unknown/Incomplete/NA	3.70	6.45	6.30	3.42	15831.90	5.67
Total Teaching Positions	57.90	100.00	186.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.30	87.04	156.80	87.69	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	3.46	5.90	3.35	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	6.05	8.40	4.73	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	1.99	4.50	2.57	11746.90	4.23
Unknown/Incomplete/NA	0.80	1.42	2.90	1.66	14303.80	5.15
Total Teaching Positions	57.80	100.00	178.80	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	3.70	4.30	2.5
Misassignments	6.00	3.30	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	9.80	7.60	3.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80	0
Local Assignment Options	1.60	1.90	1.1
Total Out-of-Field Teachers	1.60	2.70	1.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.90	2.8	0.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.50	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

The Board of Trustees adopted Resolution No. 2024/2025-01 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. On August 2023, 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.

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bedford, Freeman & Worth The Language of Composition 3rd Edition California Pearson, My Perspectives, Grades 9, 10, and 11, 2017 The Language of Composition Reading Writing Rhetoric, 3rd Edition, 2018 *Holt Literature and Language Arts 6th Course, 2003 Current Issues and Enduring Questions Outliers 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	Yes	0%

	Heinle Cengage, Grammar in Context Levels Basic and 1-3, 5th Edition, 2010 National Geographic, Cengage, Edge Fundamentals: A, B, and C, 2014		
Mathematics	McDougal Littell; Algebra I, 2007 McDougal Littell; Mathematical Concepts and Skills, 2001 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 Calculus: Concepts and Calculators, Venture, 2006	Yes	0%
Science	Physical Science HS/HS-S Modern Earth Science Holt, Rinehart & Winston, 2007 Integrated Science Science Level Blue Glencoe/McGrw-Hill, 2008 Lab Biology CP/CP-S California Inspire Biology Lab Biology Honors McGraw-Hill, 2020 Chemistry CP/CP-S California Inspire Chemistry Chemistry Honors McGraw-Hill, 2020 Biology AP Principles of Life Freeman, 2018 Physics CP Physics Holt, Rinehart and Winston, 2006 Physics AP Physics: Principles with Applications Giancoli Douglas C Pearson Ed. 2005 Chemistry B1A Introductory Chemistry: A Foundation Zumdahl/De Coste, 2019	Yes	0%
History-Social Science	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 Krugman's Macroeconomics for AP, Worth Publishers 2009 Essentials of Econ- Text and Study Guide Krugman, Wells, Olney, 2007 The West, W.W. Norton & Company, 2018 Understanding Psychology, Glencoe McGraw-Hill, 2003 Sociology and You, Glencoe Mcgraw-Hill, 2003	Yes	0%
Foreign Language	Glencoe Health Glencoe, 2011 Senderos Level I Vista Higher Learning, 2023 Senderos Level 2 Vista Higher Learning, 2023 El Espanol para Nosotros Glencoe/McGraw Hill,2014 Vistas 6th Student Edition Vista Higher Learning, 2019 Nuevas Vistas Uno Holt, Rinehart, & Winston 2006 Abriendo Paso- Lectura/ Prentice Hall 2007 Abriendo Paso- Gramatica/Prentice Hall 2007 Temas - Vista Higher Learning ,2014 AP* Spanish Language & Culture Exam Prep	Yes	0%
Health	Glencoe, Glencoe Health, 2011	Yes	0%
Visual and Performing Arts	*The Visual Experience 3rd edition, Davis 2005 *The Art of Drawing People, Quarto 2008	Yes	0%

	*Music: It's Role and Importance in Our Lives, Glencoe 2006		
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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. Since the COVID-19 school closures, portable hand-sanitizing stations, water bottle fill stations, and hand sanitizer dispensers in all classrooms have been placed in key areas of the campus.

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

2019-2020

- Exterior painting projects
- Upgraded filters
- Repairs to all turf track
- Repaired cracks in sidewalk and uneven walking paths
- Repaired and replaced all fire suppression sprinkler heads

2020-2021

- Air Filtration System
- Exterior painting projects
- Replace stadium parking lot lights
- Replace fire sprinkler heads
- Installment of plexiglass barriers in administration building office and library
- Installment of plexiglass barriers in special education classrooms
- Installment of hand sanitizing stations
- Installment of touchless drinking water stations

2021-2022

- Exterior painting projects
- Replace stadium turf

2022-2023

- Replace LED lights on campus
- exterior and inner quad walls painted
- Planter boxes rejuvenation projects dry scape

School Facility Conditions and Planned Improvements

Treat all ray wood ash trees on campus
Repair cracks in sidewalk and uneven walking paths
Resurfaces roof (weight and wrestling room)
Installation of new hot water boiler in main gym
New infield dirt and conditioner for baseball/softball fields

2023-2024
Resurfacing of tennis courts
Installing of security lighting/night lights
Installation of new netting under eating shelter
Planter box rejuvenation project, north parking lot-
New LED lighting in small gym
Medical assisting class floor, epoxy, coating
Main gym floor painted new color & school logo

2024-2025 Planned Improvements
Planting of new tress for shade; varsity baseball and varsity softball fields
Electrical upgrade in welding shop for new welding booth
Upgrade boilers in central plant

Year and month of the most recent FIT report	12/16/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Upgrade boilers in central plant
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Electrical upgrade in welding shop
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	61	69	63	64	46	47
Mathematics (grades 3-8 and 11)	21	31	25	30	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	313	312	99.68	0.32	68.59
Female	160	159	99.38	0.62	69.81
Male	153	153	100.00	0.00	67.32
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	85.71
Hispanic or Latino	285	284	99.65	0.35	67.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	67	66	98.51	1.49	24.24
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	291	290	99.66	0.34	67.93
Students Receiving Migrant Education Services	18	18	100.00	0.00	72.22
Students with Disabilities	27	27	100.00	0.00	22.22

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	313	312	99.68	0.32	30.77
Female	160	159	99.38	0.62	27.04
Male	153	153	100.00	0.00	34.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	47.62
Hispanic or Latino	285	284	99.65	0.35	29.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	67	66	98.51	1.49	4.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	291	290	99.66	0.34	29.31
Students Receiving Migrant Education Services	18	18	100.00	0.00	22.22
Students with Disabilities	27	27	100.00	0.00	14.81

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.32	27.71	24.38	25.59	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	633	632	99.84	0.16	27.85
Female	321	320	99.69	0.31	24.06
Male	312	312	100.00	0.00	31.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	37	37	100.00	0.00	45.95
Hispanic or Latino	577	576	99.83	0.17	26.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	13	100.00	0.00	53.85
English Learners	129	129	100.00	0.00	2.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	541	540	99.82	0.18	26.67
Students Receiving Migrant Education Services	35	35	100.00	0.00	28.57
Students with Disabilities	41	41	100.00	0.00	7.32

2023-24 Career Technical Education Programs

A variety of career technical education (CTE) programs are offered across the Delano Joint Union High School District. The Director of Career Technical Education, Paul Chavez, oversees CTE pathways and collaborates with surrounding community colleges and universities for dual enrollment. At Robert F. Kennedy High School, all students are assigned a guidance counselor upon entrance to RFKHS and through graduation. Guidance counselors meet with their students to determine students interests and develop college and career goals. Counselors closely monitor student progress toward meeting graduation requirements and achieving their unique academic plan and career goals.

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 a computer literacy course as dual enrollment earning college credit and to fulfill a portion of their graduation requirements. Some career education courses fulfill A-G university entrance requirements.

RFK has partnered with Bakersfield College to offer an Early College Pathway where students have an opportunity to earn an AA degree by their senior year if they follow the Early College Plan that has been developed, which consists of the student taking dual and concurrent classes all 4 years of high school. For those who do not earn their AA degree, they will have the opportunity to earn many CTE and General Elective college credits to create seamless transitions.

CAREER TECHNICAL EDUCATION PATHWAYS

2023-24 Career Technical Education Programs

- Performing Arts: Arts, Media, and Entertainment
- Business Management: Business and Finance
- Welding and Materials Joining: Manufacturing and Product Development
- Residential and Commercial Construction: Building and Construction Trades
- Patient Care: Health Science and Medical Technology
- Software and Systems Development: Information and Communication Technologies
- Architectural Design: Engineering and Architecture (Tech and Architectural Drafting)

Robert F. Kennedy High School offered dual enrollment programs in 2022-2023. With dual enrolled classes, our students can earn college credit free of charge and reduce the number of requirements that will be needed as they transition to post-secondary education. Robert F. Kennedy High School has dual enrollment agreements with the following institutions: Bakersfield College, Cerro Coso Community College, and California State University of Bakersfield.

DUAL ENROLLMENT OFFERINGS (not including articulated classes)

- Business Management I - MIS 2000 EXCEL (CSUB)
- Business Management - Perspectives in Business BA1008 (CSUB)
- Computer Literacy - Intro to Microsoft COMPB5 (BC)
- College and Career Readiness - Career Life Education Planning STDVB3-1 (BC)
- ERWC - Expository Composition (BC); Intro to Lit (BC)
- Health Careers - HCRS 132, 136, 137, 138, 139, and 143 (BC)
- Medical Assistant I - Communication to Healthcare; Medical Law and Ethics for MA's; Electronic Health Record; Medical Terminology (all BC)
- Medical Assistant II - Medical Office Procedures; Medical Insurance Billing; Basic ICD and CPT Coding (all BC)
- Medical Assistant III - Clinical Medical Assisting I and II; Medication Administration for Medical Assisting; Laboratory Procedures; Clinical Internship Articulation Course (all BC)
- Medical Terminology (CCCC)
- Political Science - (BC)
- Spanish III CP - Spanish B1 and B2 I (BC)
- World History - European Civil HIST 4A and 4B (BC)
- US History CP - US History HIST 17A and 17B (BC)
- Welding I - Intro to Welding (BC)
- Welding II - Blue Print Read (BC)
- Welding II - Shield Metl Arc (BC)
- Welding II - Shield Metl Arc2 (BC)
- Welding III - Intro to GMAW (BC)

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	658
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	68.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion	
This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.04
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	60.4

B. Pupil Outcomes	<p>State Priority: Other Pupil Outcomes</p> <p>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.</p>
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2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96.8	93.3	96.5	95.9	96.2

C. Engagement	<p>State Priority: Parental Involvement</p> <p>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 regarding the school district and at each school site.</p>
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2024-25 Opportunities for Parental Involvement
<p>The Robert F. Kennedy High School faculty, staff, and administration feel that communication and involvement with parents is a vital component of the learning process. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote success, helping them feel more confident at school to help ensure student achievement. Parents are encouraged to get involved in RFKHS's learning community by volunteering their time, attending school events and parent workshops, or sharing in the decision-making process.</p> <p>PARENT INVOLVEMENT OPPORTUNITIES</p> <p>There are a variety of volunteer opportunities on the school campus: chaperone activities, library, career center, individual classrooms, co-curricular activities, extra-curricular activities, school office support, and sports' boosters and coaching. 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, Migrant Education Advisory Council, and WASC.</p> <p>Advisory groups are responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. RFKHS provides a broad range of activities and events to support the learning process in and beyond the</p>

2024-25 Opportunities for Parental Involvement

classroom environment. Throughout the year, staff encourage parents to attend the following events: Honors To Scholars, ASB-sponsored Events, Academic and Athletic Events, Back to School Night, Career Fair, Coffee with the Counselors, Coffee with the Principal, Cash for College, Ninth Grade Parent Orientation, Grade-level Counselor-Parent Meetings, parent workshop series, Parent-Teacher Conferences (as needed), Senior Awards Night, Athlete Awards Night, and student performances - band and choir concerts and competitions, talent shows, and other informational sessions.

COMMUNICATION

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, academic progress, schedules, policy changes, and class curriculum updates in the following formats: Aeries parent portal, ParentSquare voice calls, text messaging, posts (mass communication telephone system), quarterly school newsletter - Home & School Connection, district newsletters/Superintendent message at www.djuhsd.org, letters and flyers, the parent information packet distributed in the fall, the school website at www.djuhsd.org/Domain/10, and the marquee (located at the front entrance to the school), and via several social media platforms. RFKHS uses the AERIES Parent Portal where parents can monitor their child's progress, attendance, grades and see any missing assignments.

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.7	1.8	1.0	2.6	2.7	3.4	7.8	8.2	8.9
Graduation Rate	97.0	97.0	97.8	95.0	96.2	95.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	312	305	97.8
Female	158	157	99.4
Male	154	148	96.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	16	16	100.0
Hispanic or Latino	284	278	97.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	109	104	95.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	299	292	97.7
Students Receiving Migrant Education Services	27	27	100.0
Students with Disabilities	23	18	78.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1447	1414	273	19.3
Female	742	727	157	21.6
Male	705	687	116	16.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	79	79	6	7.6
Hispanic or Latino	1326	1295	262	20.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	19	5	26.3
English Learners	362	347	85	24.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	1343	1313	268	20.4
Students Receiving Migrant Education Services	120	116	31	26.7
Students with Disabilities	169	162	39	24.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.80	1.54	2.00	1.30	1.73	1.68	3.17	3.60	3.28
Expulsions	0.22	0.14	0.14	0.14	0.16	0.17	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.00	0.14
Female	1.75	0.13
Male	2.27	0.14
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.04	0.15
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.83	0.28
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.08	0.15
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.37	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Robert F. Kennedy High School is committed to maintaining a safe school environment. Adhering to health and safety protocols while on and off campus can save lives and ensure our school community is healthy. The school's safety plan continues to be reviewed, updated, and shared with school staff. The Comprehensive School Safety Plan (CSSP), last approved in February 2024, is developed for RFKHS 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, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. Also, we are committed to providing daily, public and transparent updates through communication outreaches (social media, blackboard connect, home visits, etc.) to our staff, families and community addressing state/ county health and safety guidelines.

As students enter the campus each morning, during lunch, and at dismissal, supervision is shared by school administrators, security officers, 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 school resource officer on campus 2-3 days per week who patrols the perimeters and is visible during large school gatherings. All parents and visitors are required to check in at the main office upon arrival using our Raptor program, obtain and wear a visitor's badge during their visit, and follow safety guidelines. 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 the campus. Presenters/Guests must be approved by administration prior to their visit.

Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. Bullying and harassment are not tolerated. RFKHS has implemented the STOPit app-based system to empower students, parents, and teachers to anonymously report any concerns to school administration. The district also

2024-25 School Safety Plan

employs 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. We have an intervention counselor and psychologists on campus that help students who need guidance. These staff members counsel students who have issues with behavior, social interaction, domestic life, and substance abuse. Students can easily feel ostracized when having to spend so much time in the disciplinary office. However, our counselor and psychologists help shed light upon how valuable the student is to our campus. They help students ignite or even rekindle that spark of connection with Robert F. Kennedy High School. The Intervention Counselor holds small group session with students in the Wellness Center providing them a safe environment should they feel the need to express any issues they are having. Since the COVID-19 pandemic, grief counseling group sessions are held on an as needed basis. The RISE initiative at RFKHS was also been kicked off during the 2021-22 school year to support the mental and emotional well-being of our students. Twice per month, our Intervention Counselor plans student activities that support mental health during Wellness Wednesdays. Staff are also invited to participate in the activities.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	57	41	10
Mathematics	14	60	31	1
Science	13	43	26	
Social Science	13	51	18	11

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	34	32	14
Mathematics	20	28	28	9
Science	22	15	11	10
Social Science	22	20	14	15

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	25	46	6
Mathematics	22	21	29	10
Science	22	12	18	7
Social Science	21	20	22	8

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	273

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	18,836.65	5,036.32	13,800.33	109,127.08
District	N/A	N/A	14,834.86	\$109,024
Percent Difference - School Site and District	N/A	N/A	-7.2	0.1
State	N/A	N/A	\$10,771	\$95,160
Percent Difference - School Site and State	N/A	N/A	24.7	13.7

Fiscal Year 2023-24 Types of Services Funded

In addition to general fund state funding, Robert F. Kennedy High School receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Arts, Music, & Instructional Material Discretionary Block Grant
- Arts, Music in Schools-Funding Guarantee and Accountability Act (Prop 28)
- Agriculture Career Technical Education Incentive Grant
- A-G Access/Success Grant
- CARES: Esser II
- CARES: Esser III
- CARES: Esser III, Learning Loss
- CARES: ELO, ESSER II
- CARES: ELO, GEER II
- Strengthening Career and Technical Education (formerly Carl Perkins)
- Career Technical Education Incentive Grant (CTEIG)
- Comprehensive School Improvement
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Grant: Paraprofessional Staff
- In-Person Instruction (IPI) Grant
- Learning Recovery Emergency Block Grant
- LCFF- Equity Multiplier
- Lottery both Instructional Materials and State
- Local Grants (Resource 9000s)
- LEA Medi-Cal Billing Option
- California Partnership Academies (Health) Program
- Special Education IDEA, Basic Local Assistance Entitlement, Part B (Federal)
- Special Education Project Workability I
- Special Education: Mental Health (ADA) Part B
- Special Education Apportionment (State)
- Title I Part A, Part C-Migrant Education and MESRP Grant
- Title II Part A, Supporting Effective Instruction (formerly Teacher Quality)
- Title III-English Language Learner
- Title IV: Well-Rounded Education, Safe and Healthy Students, Technology
- Kitchen Infrastructure & Training Funds- Infrastructure Upgrade Funds
- Kitchen Infrastructure & Training Funds- Food Service Staff Training Funds
- Kitchen Infrastructure & Training Funds- 2022 KIT Funds
- Other State: Ethnic Studies Block Grant

Throughout the year, RFKHS sponsors a variety of special events, workshops, and courses to help students and their parents

Fiscal Year 2023-24 Types of Services Funded

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 after-school 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 students, who will be able to perform stronger on college entrance and AP exams.

WORKFORCE PREPARATION

Robert F. Kennedy 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 once each semester 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 (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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,203	\$56,629
Mid-Range Teacher Salary	\$83,532	\$92,603
Highest Teacher Salary	\$122,805	\$116,417
Average Principal Salary (Elementary)	\$0	\$141,349
Average Principal Salary (Middle)	\$0	\$156,338
Average Principal Salary (High)	\$169,260	\$159,410
Superintendent Salary	\$243,127	\$213,044
Percent of Budget for Teacher Salaries	25.75%	27.62%
Percent of Budget for Administrative Salaries	5.56%	5.5%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	15.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	5
Mathematics	3
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

The Delano Joint Union High School District aligns all curriculum and instructional improvement activities 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. The Delano Joint Union High School District provided 3 days of professional development in the 2023-24 school year. The primary/major areas of focus for professional development include data analysis of student performance, PLC, differentiated instruction, explicit direct instruction, and social emotional learning. Over the past year, Robert F. Kennedy High School has provided numerous professional development opportunities. New teachers and teachers not yet fully credentialed are supported through the new teacher academy led by administration, peer coaching, and other extensive staff development. The DJUHSD Office of Personnel also provides a 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. In addition to focusing on professional development, RFKHS has worked to ensure all students are provided with high quality instruction, aiming to close the achievement gap, by providing Math, English, and Science coaches to support teachers in those departments. 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.

Teacher training continues to be 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. The District provided professional development opportunities on several Saturdays to gain knowledge and skills in student engagement norms and CFU strategies. Jill Hamilton-Bunch has also provided training in literacy. All teachers continue to receive training in SEL, EDI and ELD strategies through DataWorks or other providers.

In addition, many of our teachers and administrators attend training offered by KCSOS, such as: CAASPP Institute for Implementing the Smarter Balanced Assessment System, EL Network to support the needs of English Learners, New Teacher

Professional Development

Seminars, and NGSS Administrator Awareness Training. All AP teachers attend AP by the Sea conferences (virtual in 2021) to introduce them to or further support their instructional practices in the AP classroom. Our counselors annually attend the CSU and UC Counselor Conferences 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), 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 meets monthly and additionally on an as needed basis. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3