

# Robert F. Kennedy High School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Robert F. Kennedy High School
<b>Street</b>	1401 Hiett Avenue
<b>City, State, Zip</b>	Delano, CA 93215
<b>Phone Number</b>	661-720-5102
<b>Principal</b>	Dolores Rodriguez
<b>Email Address</b>	drodriguez@djuhsd.org
<b>School Website</b>	<a href="https://www.djuhsd.org/Domain/10">https://www.djuhsd.org/Domain/10</a>
<b>County-District-School (CDS) Code</b>	15634120116384

## 2022-23 District Contact Information

<b>District Name</b>	Delano Joint Union High School District
<b>Phone Number</b>	661-725-4000
<b>Superintendent</b>	Jason Garcia
<b>Email Address</b>	ejauregui@djuhsd.org
<b>District Website Address</b>	<a href="http://www.djuhsd.org">www.djuhsd.org</a>

## 2022-23 School Overview

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.

Robert F. Kennedy High School currently employs 63 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, Engineering Technology, 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).

In State assessments, RFKHS performs strongly in the English and Math Common Core Assessments CAASPP state assessments. For spring 2022, 62.7% of our 11th grade students met or exceeded grade-level standards on the English portion, surpassing the state 11th grade average of 47.06%. On the Math portion of the CAASPP, 25.33% of our 11th grade students met or exceeded grade-level standards, 8.05% below the State average of 33.38%, and slightly below the district average of 25.61%. On the California Science Test, 15.73% of 11th grade students met or exceeded standards. In Spring 2022, 33.3% 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 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

2021-22 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	324
Grade 10	337
Grade 11	324
Grade 12	311
Total Enrollment	1,296

2021-22 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.3
Asian	0.5
Black or African American	0.8
Filipino	6.3
Hispanic or Latino	90.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.2
White	1.0
English Learners	33.1
Foster Youth	0.5
Homeless	0.2
Migrant	4.0
Socioeconomically Disadvantaged	94.5
Students with Disabilities	10.7



**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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.50	74.18	137.60	73.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	3.00	5.36	8.80	4.73	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	9.80	17.53	32.60	17.52	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	2.89	7.30	3.92	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	43.80	75.57	147.50	79.01	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.90	3.72	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	7.60	13.23	17.60	9.43	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.70	4.73	8.20	4.41	11953.10	4.28
<b>Unknown</b>	3.70	6.45	6.30	3.42	15831.90	5.67
<b>Total Teaching Positions</b>	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.

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

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	3.70	4.30
<b>Misassignments</b>	6.00	3.30
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	9.80	7.60

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.80
<b>Local Assignment Options</b>	1.60	1.90
<b>Total Out-of-Field Teachers</b>	1.60	2.70

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.90	2.80
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.50	0.00

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

## 2022-23 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. 2021/2022-01 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 10, 2021, 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 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 Heinle Cengage, Grammar in Context Levels Basic and 1-3, 5th Edition, 2010 National Geographic, Cengage, Edge Fundamentals: A, B, and C, 2014	Yes	0%
<b>Mathematics</b>	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%

<b>Science</b>	Holt, Rinehart & Winston; Modern Earth Science, 2007 Holt, Rinehart & Winston; Modern Biology, 2006 Holt, Rinehart & Winston; Modern Chemistry, 2008 Principles of Life, Freeman, 2018 Physics, CA Edition Holt, Rinehart, Winston 2006 Pearson, Ed. Physics: Principles with Application, 2005	Yes	0%
<b>History-Social Science</b>	Modern World History Patterns of Interaction, California Edition McDougal Littell 2006 The Americans, McDougal Littell 2003 Give Me Liberty! 5th Edition, W. W Norton , Foner 2017 America's History, Bedford/St. Martin's 2008 U.S. Government: Democracy in Action Glencoe, 2000 American Government and Politics Today, Schmidt, 2009 Economics: Principles in Action, Prentice Hall, 2001 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%
<b>Foreign Language</b>	Glencoe McGraw-Hill; Buen Viaje! Levels 1 & 2, 2008 *Glencoe McGraw-Hill; Buen Viaje! Level 3, 2005 Holt, Rinehart Winston; Nuevas Vistas--Introduccion & Uno--2006 TEMAS AP Spanish Language and Culture, Vista 2014 ¿Come se dice...? Jarvis, 2013 Abriendo Puertas Ampliando Perspectivas, Houghton Mifflin Harcourt, 2013 McDougal Littell, Abriendo Puertas Part I-II, 2003 *El Espanol Para Nosotros, McGraw Hill 2018	Yes	0%
<b>Health</b>	Glencoe, Glencoe Health, 2011	Yes	0%
<b>Visual and Performing Arts</b>	*The Visual Experience 3rd edition, Davis 2005 *The Art of Drawing People, Quarto 2008 *Music: It's Role and Importance in Our Lives, Glencoe 2006	Yes	0%
<b>Science Laboratory Equipment</b> (grades 9-12)	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)	Yes	0

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)		
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)		
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, Hydrion (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)		
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)  
 Phenolphthalein (1)  
 Stain Assortment (2)  
 Sucrose (1)  
 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)		
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)		

## 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.

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

## School Facility Conditions and Planned Improvements

### 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 Planned Improvements

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

**Year and month of the most recent FIT report**

12/10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Auditorium retro fit lights were replaced with LED
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Big Gymnasium roof was recoated
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	63	N/A	65	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	26	N/A	26	N/A	33

## 2021-22 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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	316	308	97.47	2.53	62.87
<b>Female</b>	157	152	96.82	3.18	67.55
<b>Male</b>	159	156	98.11	1.89	58.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	19	19	100.00	0.00	78.95
<b>Hispanic or Latino</b>	285	277	97.19	2.81	61.96
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	78	74	94.87	5.13	17.57
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	297	289	97.31	2.69	63.54
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	39	38	97.44	2.56	28.95

## 2021-22 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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	316	304	96.20	3.80	25.99
<b>Female</b>	157	149	94.90	5.10	26.17
<b>Male</b>	159	155	97.48	2.52	25.81
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	19	19	100.00	0.00	63.16
<b>Hispanic or Latino</b>	285	273	95.79	4.21	21.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	78	74	94.87	5.13	1.35
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	297	286	96.30	3.70	25.52
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	39	38	97.44	2.56	13.16

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	19.15	15.73	21.7	19.78	28.5	29.47

## 2021-22 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
<b>All Students</b>	474	464	97.89	2.11	15.73
<b>Female</b>	236	231	97.88	2.12	13.85
<b>Male</b>	238	233	97.9	2.1	17.6
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	35	34	97.14	2.86	23.53
<b>Hispanic or Latino</b>	425	418	98.35	1.65	14.59
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	113	111	98.23	1.77	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	452	443	98.01	1.99	14.9
<b>Students Receiving Migrant Education Services</b>	16	16	100	0	12.5
<b>Students with Disabilities</b>	42	41	97.62	2.38	0



## 2021-22 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

- Performing Arts: Arts, Media, and Entertainment
- Business Management: Business and Finance
- Welding and Materials Joining: Manufacturing and Product Development
- Engineering Technology: Engineering and Architecture (Engineering Tech I and II)
- 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 22 classes (47 sections) of dual enrollment programs in 2020-2021. 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)
- Engineering Tech I - Basic Electronics (BC); Electronic Circuits (BC)
- Engineering Tech II - Programmable Logic Controllers (BC); Computer Integrated Manufacturing (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)

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	518
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.4
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	96.53
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	49.67

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	271	271	270	270	273

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

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

## 2022-23 Opportunities for Parental Involvement

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.

### PARENT INVOLVEMENT OPPORTUNITIES

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.

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 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](http://www.djuhsd.org), letters and flyers, the parent information packet distributed in the fall, the school website at [www.djuhsd.org/Domain/10](http://www.djuhsd.org/Domain/10), and the marquee (located at the front entrance to the school), 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.1	1.7		2.5	2.6		8.9	7.8
Graduation Rate		96.4	97		95.8	95		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	296	287	97.0
<b>Female</b>	144	140	97.2
<b>Male</b>	152	147	96.7
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	23	21	91.3
<b>Hispanic or Latino</b>	265	258	97.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	100	94	94.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	285	276	96.8
<b>Students Receiving Migrant Education Services</b>	18	18	100.0
<b>Students with Disabilities</b>	35	29	82.9

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1380	1343	336	25.0
Female	676	659	184	27.9
Male	704	684	152	22.2
American Indian or Alaska Native	4	4	1	25.0
Asian	7	7	1	14.3
Black or African American	14	12	3	25.0
Filipino	85	85	12	14.1
Hispanic or Latino	1244	1211	312	25.8
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	2	2	0	0.0
White	20	18	7	38.9
English Learners	457	449	146	32.5
Foster Youth	10	6	2	33.3
Homeless	6	6	5	83.3
Socioeconomically Disadvantaged	1298	1264	320	25.3
Students Receiving Migrant Education Services	67	63	11	17.5
Students with Disabilities	159	153	70	45.8

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.83	1.27	2.45
<b>Expulsions</b>	0.15	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.07	0.80	0.02	1.30	0.20	3.17
<b>Expulsions</b>	0.15	0.22	0.05	0.14	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.80	0.22
<b>Female</b>	0.00	0.00
<b>Male</b>	1.56	0.43
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	7.14	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.72	0.24
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	1.09	0.44
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.77	0.23
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.89	0.63

## 2022-23 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 2022, 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 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.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	26	13	23	22
Mathematics	26	8	38	6
Science	24	8	17	6
Social Science	23	15	15	13

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	22	31	21	30
Mathematics	25	11	36	12
Science	29	3	15	12
Social Science	21	22	10	17

## 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

## 2021-22 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	259.2

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	14,566.87	6,668.00	7,898.87	92,291.19
District	N/A	N/A	7,996.86	\$77,073
Percent Difference - School Site and District	N/A	N/A	-1.2	18.0
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	18.0	-2.0

## 2021-22 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:

- AB 86 In-Person Instruction Grant
- AB 86 Expanded Learning Opportunities
- Ag Incentive Vocational Education
- CARES Coronavirus Relief Fund (CRF): Learning Loss Mitigation
- CARES Elementary and Second School Emergency Relief (ESSER) Fund
- CARES Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation
- CARES State Learning Loss Mitigation Funds
- Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - ESSER II Funds
- Carl Perkins Career and Technical Education
- CTEIG
- Comprehensive School Improvement
- Expanded Learning Opportunities Grant
- Expanded Learning Opportunities Grant: Paraprofessional Staff
- In-Person Instruction (IPI) Grant
- LCAP Supplemental/Concentration Funds
- Lottery both Instructional Materials and State
- Local Grants (Resource 9000s)
- Medi-Cal Billing Option
- Partnership Academies Grant
- Special Education IDEA, Basic Local Assistance Entitlement, Part B (Federal)
- Special Education Project Workability I
- Special Education: Mental Health Services
- Special Education Apportionment (State)
- Title I Part A, Part C-Migrant Education and MESRP Grant
- Title II Effective Instruction,
- Title III-English Language Learner
- Title IV: Well-Rounded Education, Safe and Healthy Students, Technology
- WIOA

Throughout the year, RFKHS 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 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,060	\$55,947
Mid-Range Teacher Salary	\$74,715	\$90,080
Highest Teacher Salary	\$109,843	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$151,395	\$164,633
Superintendent Salary	\$217,466	\$261,984
Percent of Budget for Teacher Salaries	23%	31%
Percent of Budget for Administrative Salaries	5%	5%

## 2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19.5
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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	6
Fine and Performing Arts	0
Foreign Language	14
Mathematics	4
Science	3
Social Science	7
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	34

## 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 2021-22 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 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3