



**KERN COUNTY INNOVATIVE & IMPACTFUL SCHOOLS**  
Academics | Engagement | College & Career Readiness

Kern County Innovative & Impactful Schools (I<sup>2</sup>S) is a county wide program implemented by Kern County Superintendent of Schools to acknowledge schools who are high-performing and improving student outcomes based on these three pillars of success.

## **Delano Joint Union High School District: Cesar Chavez, Delano, and Robert Kennedy High Schools**

**Award based on 2019 CAASPP ELA**

**Based upon 3-year average**

**ELA: 38.4 points above Distance from Standard for all 3 high schools**

Delano Joint Union High School District

Kern County

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*"Students are our most valuable possession."*

### **School Profile**

The Delano Joint Union High School District is a district of rich tradition, high expectations, and a century of outstanding achievement. It is located in a rural farming community in the northern part of Kern County. The district serves 4,200 students in 9<sup>th</sup> -12<sup>th</sup> grades. This is a unique setting where the high schools within the district are very fluid with their practices, programs, strategies, and collaboration. As such, the document will address the systems as district wide.

### **School Demographics**

Delano High School (DHS) has 1,395 students in 9th-12th grade. The ethnicity of the student population is as follows: 84.9% are Hispanic or Latino, 13.1% are Filipino, and, 1.2% White. The additional student groups from this population include: 94.3% Socioeconomically Disadvantaged, 27% English Learners, and 6% Students with Disabilities.

Cesar Chavez High School (CCHS) has 1,488 students in 9<sup>th</sup>-12<sup>th</sup> grade. The ethnicity of the student population is as follows: 87% Hispanic or Latino, 9.5% Filipino, and, 1.7% White. The additional student groups from this population include: 88% Socioeconomically Disadvantaged and 25% English Learners.

Robert F. Kennedy High School (RKHS) has 1,272 students in 9<sup>th</sup>-12<sup>th</sup> grade. The ethnicity of the student population is as follows: 90.8% Hispanic or Latino, and, 6.4% Filipino. The additional student groups from this population include: 95% Socioeconomically Disadvantaged, 25% English Learners, and 11.4% Students with Disabilities.

### **Self-Identified Contributing Factors**

- The culture is built on two sentiments: “Do Simple Better” and “Rise to Goals, Fall to Systems”. This is accomplished by the following:
  - Set high expectations in a safe school environment.
  - Deeply embed a culture of high academic expectations.
  - Every principal was a teacher at DJUHSD.
  - Relationships are key and are established by the sustainability of employees, personal connection, staff attending student events, and administrators organizing barbecues at athletic events, and all staff are seen within the community.
  - Friendly competitions are established within DJUHSD.
- Community engagement is an active part of the Local Control Accountability Plan (LCAP) with the following key components:
  - Decades of institutionalizing the place of education within the community.
  - The community shares the responsibility and celebrates the successes of the District.
  - The District is transparent with the community on successes, struggles and informs stakeholders how Delano Joint Union High School District compares with the Kern High School District.
  - The community recognizes the successes within the schools both academic and extra-curricular, i.e., performing arts and athletics.
  - The community attends student events, both academic and extra-curricular.
- Assessments are given systematically:
  - The assessment calendar is developed at each school site and populated through *Illuminate*.
  - The data is reviewed by district office staff, site principals, and then the teachers.
  - The assessment data is used to target and support at-risk students.
- Data analysis occurs on a regular basis and systematically.
  - Data is reviewed through a two-tiered system: district and site level.
  - From the data, students are placed strategically with the teacher’s expertise.

- From analyzing the data, the district is able to predict the CAASPP scores and determine what the school site, teachers, and students, need to do to meet or exceed the prediction.
- The District decides what data is important to analyze, with a variety of data being chosen.
- Teacher self –reflection occurs after the data analysis. Teachers are asked– “How do we respond to students who aren’t learning?”
- Collaboration among teachers through Professional Learning Communities (PLCs):
  - PLCs were moved to Wednesdays – every other week- to offer a two-hour block.
  - “Late start” is used to have fresh minds during the PLC and increase staff attendance. The afternoon made it difficult for staff to attend due to sports and extracurricular activities/practices.
  - The high schools are proud of their strong networking from high school to high school.
  - Teacher efficacy is relied on and teachers take ownership of their student’s progress and plan steps to improve student outcomes.
  - Systematic PLCs began with an agenda set by DJUHSD and then moved to homogeneous and autonomous as the culture of improvement and collaboration was developed and expectations solidified.
  - Vertical articulation occurs at each grade level and subject.
  - Each school site has a PLC cycle.
  - Principals and learning directors review PLC agendas and deliver to PLC groups.
- Professional learning is embedded within contract hours:
  - The learning director provides coaching to teachers by observing their classrooms and providing data analysis. When areas of need are identified, the learning director follows up with the teacher and offers release time to observe master teachers.
  - Instructional rounds are used as an observation tool. Only successes are highlighted. The teacher is able to view expectations from the observational tool, which is left on the teacher’s desk following the observation. The rounds are conducted by the learning director and the principal.