



**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.

## Robert F. Kennedy High School

### Socioeconomically Disadvantaged

- Highest ELA Score

### English Language Learner

- Most Improved ELA

**ELA: 37.3 points above Difference from Standard**

**Based upon 3-year average from 2016-2019 CAASPP**

Delano Joint Union High School District

Kern County

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### School Profile

Robert F. Kennedy High School is the third comprehensive high school within Delano Joint Union High School District. It was established in 2008. Robert F. Kennedy High School (RFKHS) serves 1,239 9th-12th grade students. The campus includes 36 general education classes, career tech building, cafeteria, gymnasium, lecture hall, band room, library, choir room, and drama production facilities. The school has been noted by the *U.S. News and World Reports* list of “Best Schools in America” and was named an Innovative and Impactful School (I2S) by the Kern County Superintendent of Schools.

### School Demographics

The ethnicity of the student population is as follows: 90% Hispanic or Latino, 1% White, 1% Asian, 1% African American and 7% Other. The additional student groups from this population include: 12% Students with Disabilities, 28% English Language Learners, and 95% Socioeconomically Disadvantaged.

## Self-Identified Contributing Factors

- Analyzing data is a top priority for RFKHS.
  - Administration reviews student data for incoming 8th grade students. Working closely with feeder schools, RFKHS receives the incoming freshmen SBAC scores for their 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. Feeder schools also provide the English and Math course that incoming freshmen took during their 8<sup>th</sup> grade year. Alongside placement exams, this information is used to place all incoming freshmen in their appropriate courses, which sometimes include support math and English courses.
  - All EL newcomers, two or less years in the U.S and with an L1 on ELPAC, may have up to half of the school-day in an ELD designated instruction class.
  - Student's academic counselors create a four-year plan for each student and meet with every student to modify and update the four-year plan based on student progress reports and grades.
  - After each grading period, the ELD coordinator starts targeting English Learners that are failing classes and meets with every student. The ELD coordinator encourages students to utilize after-school tutorial and library services.
  - Incoming freshmen students are invited in the spring for freshmen orientation where academic information is shared, including CTE Pathways, Dual Enrollment, and Advanced Placement.
  - Students are placed according to levels of General, College Prep, Honors, and Advanced Placement. At the same time, all students are provided the opportunity to be enrolled in a CTE Pathway.
  - When students are found to be on the cusp of placement, the student is placed in the level higher.
  - Illuminate is utilized by most teachers to administer and analyze both formative and summative assessments. It also allows for department-wide common assessments where teachers use the biweekly collaboration time to analyze data and share effective teaching strategies.
- Block ELD increased the accessibility of the ELD teacher. The program has expanded to 3 total teachers.
  - Every English Learner not only receives integrated ELD instruction in all core-areas, but also designated ELD instruction one period each day. RFKHS is on a six-period schedule.
  - The ELD and ELA departments meet weekly to collaborate lesson plans, share instructional strategies and resources.

- Math and English Academic Coaches are provided a one-period per day stipend to help coach beginner and struggling teachers that are in their respective departments.
  - Learning walks are used to plan professional learning activities. The coach or an administrator will observe the class and collect data on the established form. Notes are taken on the strengths and deltas of the implementation of set practices.
    - When a teacher is shown to exceed at a stated strategy and another teacher needs support, they are partnered to observe each other.
    - The academic coach will assist the teacher who is struggling in lesson planning, classroom instruction, classroom management, and provide resources.
    - Extra professional learning opportunities are given to the teacher who is struggling.
  
- An inclusion model is used for students with disabilities. The general education teacher and special education teacher co-teach in the classroom. Co-teaching classes are created based on the needs of the students and are fluid as students' schedules change. All students who are struggling receive help within the classroom setting as the teachers differentiate instruction. A learning center model is used so that students can receive targeted instruction throughout the day.
  
- Academic support opportunities are provided outside of school hours: After-school department tutorials, Saturday School. Some teachers also provide tutorial sessions for their own students during lunch and after school.
  
- 7th period is held for tutoring and credit recovery. Teachers are paid an extra duty stipend.
  
- Collaboration is a priority. The teachers meet every other week as a group within departments and then as a grade level. They share resources as well as look at data. The data is collected and studied with suggestions of what should be taught in Boot Camp or 7th period and what students should attend.
  
- Curriculum, Instruction, and Assessment (CIA) district wide meetings are held one time per month. The participants include the superintendent, principals, learning directors, data processing team, IT team, and Career Tech pathway staff. The meeting includes what is working and what needs to be improved.
  
- The district builds capacity within the teaching staff and tries to have teachers from within the district to move up to leading positions.
  
- Learning Walks are completed within the school site by the Learning Directors, Trainer of Trainers, mentors, and coaches. (See form in resources.) The Learning Walks are completed weekly as well as internal modeling for teachers who need help with a

concept, practice, or strategy. This ensures that every student is receiving an equitable learning experience in every classroom.

- Parent/Family engagement is offered through parent workshops on how to create a study workspace at home, how to best help students with social and emotional skills, how to help with academics, plus many more training sessions.
- The staff, students, and community take pride in supporting RFKHS. They proudly say they are a Thunderbird. There is a friendly competition between the high schools that make up Delano Joint Union High School District. This pushes the students and staff to be better.