



Innovative and sustained collaboration to achieve significant and lasting change.

Kern County Innovative & Impactful Schools I²S is a county wide program implemented by Kern County Superintendent of Schools and the Kern Pledge partners to acknowledge schools who are high-performing and have shown student academic success, by continuing to maintain a three year pattern of top 10% proficiency in math and ELA.

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

Designated 2019

3 Year Avg.

ELA 38.4 - 3 High Schools Avg. Above Standard Scores

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 on the northern part of Kern County. The District serves 4200 students in 9th-12th grades. This is a unique setting where the high schools within the district being very fluid with their practices, programs, strategies, and collaboration. As such, the document will address the systems as Districtwide.

School Demographics

Delano High School has 1,395 students, 9-12th grade. The student demographics are as follows: 84.9% are Hispanic or Latino and 13.1% are Filipino. The subgroups that populate DHS are 94.3% Socioeconomically Disadvantaged, 27% English Learners, and 6% Students with Disabilities. Cesar Chavez High School has 1,488 students, 9th-12th grade. The student demographics are as follows: 87% Hispanic or Latino and 9.5% Filipino. The subgroups that populate CCHS are 88% Socioeconomically Disadvantaged and 25% English Learners.

Robert F. Kennedy High School has 1,272 students, 9-12th grade. The student demographics are as follows: 90.8% Hispanic or Latino and 6.4% Filipino. The subgroups that populate RKHS are 95% Socioeconomically Disadvantaged, 25% English Learners, and 11.4% Students with Disabilities.

Contributing Factors

Culture- “Do Simple Better” “Rise to Goals, Fall to systems”

- High expectations in a safe school environment.
- Deeply embedded Culture of high academic expectations.
 - Every principal was a teacher at DJUHSD.
- Relationships are key- sustainability, ownership, staff attends student events, administrators BBQ at athletic events,
- Friendly competition to high schools within DJUHSD.
 - Follow the LCAP to fidelity

Community Engagement –

- Decades of institutionalizing the place of education within the community.
- Community shares the responsibility and celebrates. District is transparent with the community on successes and struggles. Informs stakeholders how the high schools compare with Kern High School District.
- Recognition of successes – academic and extra-curricular, i.e. performing arts and athletics.

Data Analysis-

- Two-tiered: District level and site level.
- Students are placed strategically with teacher’s expertise.
- Data is reviewed to a degree that successes are predicted from school site, to teacher, and student.
- District decides what data is important to analyze. A variety of data is chosen
- Self -reflection through data. Teachers are asked– “How do we respond to students who aren’t learning?”

Assessment-

- Assessment Calendar developed at each school site – Illuminate used
- Data is reviewed by District Office, site principals, then teachers.
- Assessment data is used to target at-risk students.

Collaboration –

- PLCs were moved to Wednesdays – every other week- to offer a two-hour block. Late Start is used to have fresh minds and increase staff attendance. The afternoon made it difficult for staff to attend due to sports and extra-curricular activities/practices.
- Strong network from high school to high school.
- Teacher efficacy is relied on. Teachers own their work and steps to improve outcomes.
- Began with PLC agenda set by District and then moved to homogeneous and autonomy as the culture was developed and expectations solidified.
- Vertical articulation for grade levels and subject.
- Each school site has a PLC cycle
- Principals/Learning Director review PLC agendas and drop by PLC groups.

Professional Learning –

- Learning Director (Instructional Coach) works with teachers. Follows up with teacher release time to observe master teachers.
- Instructional Rounds are used as an observation tool. Only successes are highlighted. Teacher is able to view expectations from the observational tool that is left on the teacher's desk following the observation by LD and principal.