

SELF-STUDY VISITING COMMITTEE REPORT

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

JOHN F. KENNEDY HIGH SCHOOL

**11254 Gothic Avenue
Granada Hills, CA 91344**

Los Angeles Unified School District

March 2 – 4, 2009

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Chapter I: Student/Community Profile

John F. Kennedy High School, one of sixty comprehensive high schools in the Los Angeles Unified School District (LAUSD) is a secondary school located 23 miles northwest of downtown Los Angeles in the middle-class San Fernando Valley neighborhood of Granada Hills. When Kennedy opened its doors in 1971, it was intended as a district response to court-ordered integration, with students from other neighboring areas and ethnic communities. The original student-body of 2,000 tenth and eleventh graders came from the Granada Hills, Monroe, and San Fernando High School areas. Currently, a little more than a third of the 3,158-member student body are residents of Granada Hills, and a fourth of the students commute from a number of areas, some on nearly two-hour daily bus trips from the downtown Los Angeles area.

JOHN F. KENNEDY HIGH SCHOOL EXPECTED SCHOOLWIDE LEARNING RESULTS

Effective Communicators who will:

- Write and speak clearly and coherently
- Read for comprehension
- Listen for understanding
- Use technology proficiently and appropriately

Effective Thinkers who will:

- Apply prior knowledge to new situations
- Probe for further understanding
- Analyze, evaluate, and interpret
- Find innovative solutions to problems

Effective Team Players who will:

- Work in a group toward a common goal
- Commit to a quality group effort
- Offer support to others
- Show respect to themselves and others

Responsible Individuals who will:

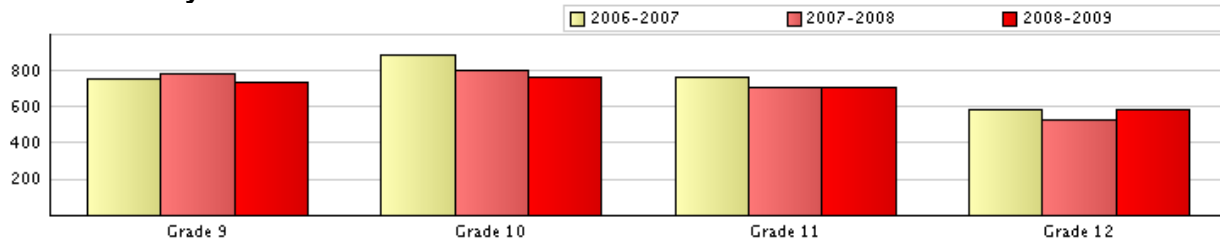
- Exercise self-discipline
- Take responsibility for their own learning
- Resolve conflicts effectively
- Focus on post-secondary education and career goals

Status of School

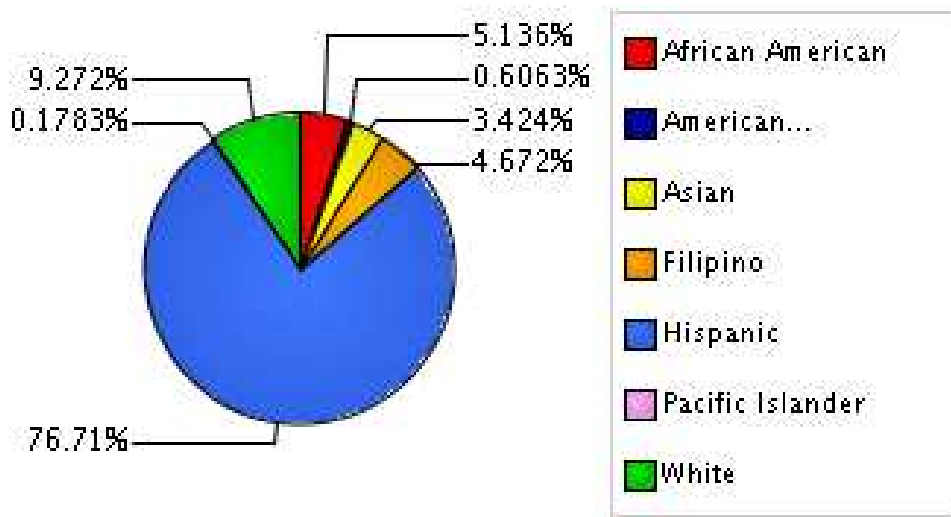
In October, 2003, John F. Kennedy received a three-year term of accreditation and had an on-site review in 2006. After the March, 2006 review, Kennedy was given an extension of term to the full six years. This year, Kennedy became a Year 1 Program Improvement (PI) School. In 2005 and 2006, Kennedy High School met all AYP criteria, but in 2007, Special Education students taking the California High School Exit Exam (CAHSEE) failed to meet the required goals for participation in both the English and math portions of the test, and in the required scores for math proficiency. As a result, Kennedy was placed on the "Program Improvement Watch List" for the 2007-2008 year. The 2007-2008 CAHSEE scores showed that English Learners did not meet the required goals for proficiency in English and math. Although John F. Kennedy High School met 16 out of 18 criterions in 2007-2008, the failure to achieve proficiency in math for two consecutive years in those two subgroups resulted in PI-1 status.

Enrollment Data

Enrollment by Grade Level 2005-2009



Fall Norm Day Student Enrollment by Ethnicity for September 2008



Individual Student needs are met in a variety of methods.

- The school's Title I status is school-wide, thus allowing all students to receive Title I services.
- Special Education services are provided to students by the Special Education Coordinator, 8 Special Day Program teachers, 8 Special Education Resource teachers co-teaching with department instructors to facilitate inclusion, 14 classroom teaching assistants and 33 additional adult assistants, 8 SDP/SLD baseline assistants, 2 baseline assistants in the SDP /AUT program, and one baseline assistant for the SDP/MRM, and 6 baseline RSP assistants in the general education setting.
- The Kennedy *School for Advanced Studies* (SAS) offers students a rigorous college preparatory curriculum with enriching instruction. The classrooms utilize instructional strategies and learning experiences designed for highly-motivated learners. The 122 SAS students and 104 GATE students have the choice to enroll in honors or college-level Advanced Placement (AP) classes.
- Advancement Via Individual Determination (AVID) program supports 103 AVID students in grades 9 through 12. AVID students attend weekly tutorial groups, learn note-taking and other study skills, utilizing AVID instructional strategies.
- Smaller Learning Communities (SLCs), provide students more personalization and a greater concentration on career paths during high school.
- The Freshman Transition Program, also known as the Freshman Academy with an enrollment of over 700 students, seeks to reform the existing high school structure by providing the personalization needed to better ensure the academic success of freshmen students.

- The Freshman Academy works in conjunction with the Link Crew. Composed of upper classmen, Link Crew students mentor freshmen and ease their transition into high school.
- The school provides services for 503 English Language Learners (ELL), which include 114 English as a Second Language (ESL) students. Students at Kennedy speak 28 different languages.

Student Attendance Patterns and Issues

Mobility

The school's Average Daily Attendance (ADA) has increased from 90.75% in 2005-06 to 94.9% in 2007-08. As a result of the improved attendance, the transiency rate has gone down during this time from 29.7% to 25.0%.

Stability/Transiency Rate & Average Daily Rate of Attendance

Year	Stability Rate	Transiency Rate	Average Daily Rate of Attendance
2007-08		25.00%	94.90%
2006-07	80.45%	29.30%	91.68%
2005-06	79.84%	29.70%	90.75%

Mobility/Stability/Transiency Rate

Mobility		
Year	School	District
2006-07	93%	95%
2005-06	93%	95%
2004-05	93%	94%

Suspension/Expulsions

While the school has not had any expulsions for the last two school years, the percentage of suspensions at this school (16%) are double of the average for the LAUSD (K-12) at 8%. This is an area the school is addressing through a suspension committee working with the COST team. Currently, the school has a 3.5% suspension rate from September through January.

Percent of Students from 2005-2008 Passing CAHSEE Each Year

	School				District			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
# Suspensions	434	450	483	511	79,690	72,868	60,962	52,573
% Suspensions	12.9%	13.2%	14.5%	16.0%	10.8%	10.1%	8.7%	8.0%
# Expulsions	11	4	0	0	674	500	512	*
% Expulsions	0.3%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%	*

Group	English Language Arts			Mathematics		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All Students	66.6	60.4	58.9	58.7	52.4	57.4
Male	69.1	66.8	64.5	58.3	54.2	58.4
Female	64.6	55.2	54.2	59.1	50.7	56.6
African American	63.7	61.3	53.3	45.9	48.9	50.6
American Indian	100.0	50.0	50.0	100.0	50.0	50.0
Asian	85.2	76.7	72.9	89.6	84.1	76.6
Filipino	85.4	88.6	83.3	71.4	72.1	80.0
Hispanic/Latino	62.2	56.2	56.1	55.3	47.9	54.3
Pacific Islander	100.0	100.0		100.0	100.0	
White	82.4	81.0	68.5	73.9	74.8	69.6
Students with Disabilities	29.7	23.8	15.9	17.1	12.9	15.5
English Learners	32.2	23.0	22.1	30.2	23.8	28.4
Reclassified Fluent English Proficient	81.5	78.6	81.8	73.7	67.5	72.8
Economically Disadvantaged	66.7	60.6	59.6	58.7	53.1	57.7
Non-Economically Disadvantaged	48.9	52.6	25.0	58.7	28.0	37.8

There is a decline in the percentage of passing rates for all students (except Reclassified Fluent English Proficient) in English Language Arts. The percentage of students passing the mathematics part of the CAHSEE show an improvement for all subgroups. This is addressed in the school's Action Plan.

Current API Report, 2007-08

The 2008 API score for this school is 665, dropping 7 points from 2007 score. The school did not meet the schoolwide growth target or the target for comparable improvement.

Number of Students	API				Met 2006-07 Growth API Target		
	2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	Schoolwide	Comparable Improvement (CI)	Both Schoolwide and CI
2253	672	655	7	17	Yes	No	No
2. Current API Growth Report 2007-08							
Number of Students	API				Met 2006-07 Growth API Target		
	2008 Growth	2007 Base	2007-08 Growth Target	2007-08 Growth	Schoolwide	Comparable Improvement (CI)	Both Schoolwide and CI
2175	665	672	6	-7	No	No	No

No Child Left Behind – Adequate Yearly Progress (AYP)

Kennedy High School met 16 of 18 AYP criteria in 2008. For high schools, AYP is based on the grade 10 CAHSEE participation and percent proficient in English/Language Arts and Math (16 criterion), graduation rate (one criterion) and API (one criterion). In 2007, special education students taking the CAHSEE failed to meet the required goals for participation in both the English and math portions of the test, and in the required scores for math proficiency. In 2008, English Learners did not meet the required goals for proficiency in English and math. As a result, the failure to achieve proficiency in math for two consecutive years in two subgroups resulted in this school being placed in Year One of Program Improvement.

More detailed and specific data for staff demographics and student achievement and assessment are contained in Chapter IV of this report.

Chapter II: Progress Report

In 2003, WASC awarded John F. Kennedy High School (JFK) a three-year term of accreditation. In spring, 2006, the WASC visiting team returned to John F. Kennedy and extended that term for an additional three years, until spring 2009. Since the 2006 WASC visit, there have been many changes at Kennedy. The current principal came to John F. Kennedy during the fall semester of 2005, just one semester prior to the WASC visit in 2006. As an experienced high school principal, she brought a commitment to collaboration, a leadership style that encourages consensus building, and assumed a leadership role in facilitating the use of the WASC process as a tool to improve achievement for all students. However, since 2006, several key instructional leaders have retired or been promoted to administrative positions elsewhere. Only one of the current assistant principals was at John F. Kennedy during the 2006 WASC visit. Although stable in the past, the faculty has recently experienced a great deal of turnover. Since the last WASC visit in 2006, Kennedy has hired approximately 28 new teachers. Currently, 30 faculty members have been at Kennedy for one year or less.

Recommendation I: The leadership and instructional staff increase the number of students in all subgroups demonstrating proficiency in the state content standards and expected school-wide learning results.

The goals of the Action Plan are to close the achievement gap for all students. The school has identified two major areas as Critical Areas of Academic Need (CAANs): student achievement in mathematics and achievement gap among Hispanic and African American students.

Recommendation II: In conjunction with the II/USP Action Plan, improve literacy through specific remedial reading for students scoring below the target, reading reinforcement in all content courses, and silent sustained reading. Targeted staff development to be provided for teachers to enhance reading and writing skills, supported by the full-time Literacy Coach.

The Action Plan states that the literacy coach and literacy cadre (representatives from the core academic subjects) will provide reading and writing strategies to all core subject teachers. The Professional Development Committee oversees the professional development plans which include providing training on differentiated instruction, SDAIE strategies, instruction for special education students, student motivation and review of best practices.

Recommendation III: The site administration and staff develop and implement a process to examine, analyze, and use disaggregated data to identify modifications needed in the curriculum and the instructional delivery in all curricular areas.

Core subject areas will analyze student performance data including CAHSEE, CST and District Periodic Assessments. From these results, instruction and department pacing plan will be adjusted and monitored. ELA teachers will implement periodic assessments and Algebra I teachers will attend district training, review disaggregated data, common assessments and district mark reporting.

Recommendation IV: The site administration and staff develop and implement plans to actively improve counseling services and outreach, thereby engaging parents and the community to meet the academic and personal needs of all students.

The school is in the process of implementing smaller learning communities (SLCs) to provide rigor, relationships and relevancy to all students. The SLCs will provide personalization of instruction and counseling services. The goal is to move the “homeroom” program to an “advisory” type program. The school currently has five SLCs: Biomedical, Health and Fitness Academy, Freshmen Academy, Teacher Academy, and an Architecture, Digital Arts, and Film Production Magnet. Two additional SLCs are in the beginning stages, Digital Arts, Design, Dance, Recording Arts and Sciences, Entertainment, Art, Music, Screen, and Theater (D.R.E.A.M.S.T.) The College Center staff includes a bilingual College Counselor, College Center assistant and CSUN (CAL State, Northridge) College Advisor. There are also partnerships with Pierce and Mission, the local community colleges and CSUN.

Recommendation V: The school leadership and staff integrate the actions plans and recommendations of II/USP, the WASC self-study, the critical growth areas of the WASC visiting committee, the expected school-wide learning results, and the Single Plan for School achievement into one single plan of action and formative evaluations must be regularly communicated to all stakeholders.

As a LEARN governance school, the councils and committees associated with LEARN, all policies and bylaws are aligned with the Critical Areas of Academic Needs (CAANs), the Expected Schoolwide Learning Results, mission and vision statements. The various governing boards include the LEARN Governance Council, Curriculum Council, Compensatory Education Advisory Committee, School Site Council and the English Language Advisory Committee (ELAC).

Details for assessing, implementing and measuring progress for each of these recommendations is indicated in the school’s complete action plan included in Chapter 5 of this Visiting Committee Report.

Chapter III: Self-Study Process

JOHN F. KENNEDY HIGH SCHOOL EXPECTED SCHOOLWIDE LEARNING RESULTS

Effective Communicators who will:

- Write and speak clearly and coherently
- Read for comprehension
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- Use technology proficiently and appropriately

Effective Thinkers who will:

- Apply prior knowledge to new situations
- Probe for further understanding
- Analyze, evaluate, and interpret
- Find innovative solutions to problems

Effective Team Players who will:

- Work in a group toward a common goal
- Commit to a quality group effort
- Offer support to others
- Show respect to themselves and others

Responsible Individuals who will:

- Exercise self-discipline
- Take responsibility for their own learning
- Resolve conflicts effectively
- Focus on post-secondary education and career goals

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

John F. Kennedy High School has followed the process model as outlined by WASC. The school formed Focus Groups that included membership of all staff members and some students and parents.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (note the selected expected schoolwide learning results examined by the school)

During the Focus on Learning process, the JFK stakeholders collaboratively reviewed and made changes in the previous ESLRs and mission statement. Because of the realities of 21st century life, effective technology use was added to the "Effective Communicators" section, and a focus on "post-secondary education and career goals" was added to "Responsible Individuals." ESLRs are posted in every classroom and office in our campus. They are sent home to parents and posted on the school's website.

3. The gathering and analyzing of data about students and student achievement

John F. Kennedy High School uses professionally acceptable assessment processes to collect, disaggregate, analyze, and disseminate student performance data to all stakeholders. State and district-mandated tests, including the California State Standards Test (CST), California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT), are administered, and the results disseminated to faculty members, students, parents or guardians, and the community at large. Using the Data-Driven Dialogue format, the faculty has disaggregated and analyzed the data during Pupil Free Days in the fall, and continues the process during Professional Development Days throughout the school year. This analysis, which ultimately assesses student mastery of content standards and curriculum, is then used to inform instruction. The information is reported to the School Site Council and other categorical committees to review and update the

Single Plan for Student Achievement, Program Improvement Year 1, and WASC Action Plan and to develop budgetary priorities and staff development topics. Departments analyze CST data as well as data from performance assessments (math, science, English) to prioritize standards and identify appropriate research based instructional strategies.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria

Throughout the *Focus on Learning* process, Focus Groups have met to consider the WASC/CDE criteria specific to their area of focus. Each focus group has analyzed all aspects of the school in relation to their particular focus area, and, as a result, strengths and weaknesses were identified in relation to the ESLRs, academic standards and the WASC criteria.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

Consideration of the identified needs from the Focus Group reports led to the creation of the Action Plan that addresses the most significant areas of need at John F. Kennedy High School. Using the self-study methodology, the focus groups analyzed the areas of strength and relative areas for growth and identified four major areas for growth to be included in the Action Plan:

- 1. Academic Rigor is Core Curriculum to close the achievement gap.**
- 2. Closing the Achievement Gap in English Language Arts**
- 3. Closing the Achievement Gap in Mathematics**
- 4. Communication among all Stakeholders.**

The staff recognizes the need to continue the leadership team to continue the FOL process to ensure the success of their Action Plan.

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?

During the 2007-08 school year, the Vision and Mission statements were rewritten and revised in collaboration with stakeholders to reflect both analysis of data and research based practices. The school's Mission Statement commits the community to offering an effective education and preparing students to become positive and productive members of the twenty-first century. The school's Vision Statement clearly states that collaboration and communication of stakeholders is essential to prepare students to be successful in the career choices they make after high school. According to the Belief Statement, each student will be given the opportunity to achieve at his or her highest potential supported by the school community.

John F. Kennedy High School has recognized a need to continue to communicate and collaborate with its stakeholders. This is evident in their revised Vision Statement, "With shared collaboration and communication, the John F. Kennedy HS stakeholders envision... a successful learning experience." Being placed on Program Improvement (PI) Year 1 in 2007-2008, coupled with the recommendations from their last WASC visitation, John F. Kennedy High School embarked on making schoolwide changes.

The self-study reflects that John F. Kennedy HS used data analysis along with research to drive their schoolwide changes. The school used the information gleaned from data and research to implement Small Learning Communities (SLCs). Their belief statements best amplify their purpose and justification for the ongoing implementation of SLCs, "Every student achieves best when supported by a network of families, school, and community professionals..." SLCs are part of a John F. Kennedy HS movement toward a, "personalization, as well as rigorous, relevant and accountable educational program that fosters success and achievement for all students."

John F. Kennedy Vision and Mission Statement are communicated through posters found throughout the campus and in the Parent/Student Handbook..

To what extent is the school's purpose supported by the governing board and the central administration and further by expected schoolwide learning results and the academic standards?

John F. Kennedy is part of Los Angeles Unified School District (LAUSD) Local District 1. The self-study indicates that the LAUSD Board of Education supports John F. Kennedy HS's instructional program by providing the following, but not limited to: one full time math coach, one full time literacy coach, one full time career advisor, one full time college counselor, etc. All these individuals along with the John F. Kennedy HS staff worked together to support the school's purpose. Local District 1 meets on a monthly basis to provide guidance on the expenditures of school funds in support of the Expected Schoolwide Learning Results (ESLRs) and the school's vision.

Based the self-study document, it is unclear if the ESLRs were developed collaboratively with all the stakeholders involved making revisions and modifications to help develop the final product. The ESLRS have been communicated by sending them home to parents, placing them on the school's website, posting them throughout campus, and reminding the students.

As directed by Local District 1, a SDAIE strategy is taught by all teachers monthly; John F. Kennedy HS has connected the strategy to one of the ESLRs. Each department is responsible for implementing the SDAIE strategy and the ESLR in their instruction. Administrators then visit classrooms to see that the teachers are implementing the SDAIE strategy and the ESLRs. The aligning of the SDAIE strategy with the ESLRs has encouraged teachers to align their curriculum and instruction to the overall goals of the school.

John F. Kennedy HS has an open enrollment policy for all students who would like to be enrolled into more rigorous courses such as Advanced Placement (AP). They offer 15 AP courses with another three offered through Los Angeles Virtual Academy (LAVA) for a total of 18 AP courses. John F. Kennedy HS offers in addition to the AP Courses AVID classes for those students who are traditionally underserved. LAUSD has mandated that all students be enrolled into A-G courses. John F. Kennedy HS reports that 60.2% of the students were enrolled into A-G courses in 2007-2008.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

LAUSD Board of Education is responsible for setting all policies that determine how Federal and State mandates will be implemented. John F. Kennedy HS has many governing boards overseeing that the policies set forth by the LAUSD Board of Education are followed and meet the Federal and State mandates. Each of these boards, LEARN Governance, School Site Council (SSC), English Language Advisory Committee (ELAC), Curriculum Council, and Compensatory Education Advisory Committee (CEAC) work individually but in concert with one another to assure decisions made by the school are aligned with educational policies and bylaws. They further study school data and make recommendation that would help improve school programs. All of these governing boards make recommendations to the SSC that in turn make changes to the Single School Plan of Student Achievement (SSPSA).

To what extent does the governing board have delegate implementation of these policies to the professional staff?

John F. Kennedy HS administration and staff work in tandem with each of the governing boards. Each board has a different focus, however all work toward the overseeing of the educational program provided by the school. Recommendations are made by the boards based on data review and research. John F. Kennedy HS bring concerns to the boards; they review the information and reach decisions and conclusions that will enhance the learning opportunities for students.

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

The number of times each governing board meets varies from group to group. The LEARN committee meets twice a month. Their responsibilities are to address issues brought to them by Administration. The Curriculum Council meets once a month and address matters pertaining to the master schedule and the SLCs. CEAC meets once a month and addresses raising student achievement of Title 1 students. ELAC meets once a month to review that the school is following the Bilingual Master Plan and address issues affecting ELL students. All these committees include school and district personnel along with members from the community and parents. Each committee makes recommendations to SSC on funding expenditures. The SSC council meets monthly to review the recommendations and to make any necessary adjustments to the SSPSA as necessary.

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

John F. Kennedy HS uses student data and research to drive the changes occurring at the school site. The site leadership and staff review the CAHSEE, CST, CELDT, AMOs and quarterly assessments on an annual basis to make the necessary adjustments in curriculum and instruction.

In reviewing data, John F. Kennedy has implemented the SLCs to meet the needs of the students. The Freshmen Academy was designed based in part on the last WASC recommendations. This

class is offered during the summer for incoming 9th grade students scoring Below Basic or Far Below Basic on the CSTs. John F. Kennedy HS has implemented several different types of intervention programs to help bridge the achievement gap: core content tutoring four days a week, math tutoring, CAHSEE intervention classes offered during the day, Boot Camp (Mandatory CAHSEE tutoring a week before the CAHSEE test administration for all seniors who have not passed the test) and peer tutoring where high achieving students tutor students identified as being "At Risk." John F. Kennedy HS has seen that students participating in the after school Boot Camp are passing the CAHSEE test at 75.8 % rate.

John F. Kennedy HS keeps parents informed of student achievement through four school-wide parent-student-teacher conferences. Parents receive further information regarding data, especially on how to understand the reports they receive from standardized testing through the Kennedy Parent Center. Many workshops are offered to help parents understand how their student(s) is/are achieving at school. It was evident that parent participation is an area of high priority and ample facilities are allocated to ensure success.

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

School leadership, staff and the governing boards meet annually or as appropriate to monitor and refine the single schoolwide action plan. In 2007-2008 the SSC and CEAC met to review and modify the single schoolwide action plan. In reviewing the data, John F. Kennedy HS identified that several of the subgroups did not meet their growth targets, thus leading the school be identified as a Program Improvement Year 1 school. John F. Kennedy HS has identified and targeted funding to bridge the achievement gaps for African American and Hispanic students, and for students not reaching English or Math proficiency.

CEAC meets once a month to address raising student achievement of Title 1 students. ELAC meets once a month to review that the school is following the Bilingual Master Plan and address issues affecting ELL students. CEAC and ELAC make recommendations on categorical budgets and resources.

A4. To what extent does a qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

John F. Kennedy High School facilitates teacher preparation and ongoing professional development that are directly related to addressing the identified Critical Areas of Academic Needs (CAANs) and District initiatives. Core academic teachers have received training in calibrating instruction to grade-level standards. There are 14 days designated as staff development days for John F. Kennedy. Teachers are provided training in calibrating instruction, collaborate on curriculum, examine student work and meet to discuss best practices. Staff development at John F. Kennedy HS is a result of data and research analysis. The focus of staff development at John F. Kennedy HS is toward student achievement of the ESLRs and to bridge the achievement gap. Professional Development Committee, Literacy Cadre and the Curriculum Council are provided time to review data and make adjustments to instruction as it relates to the standard. Faculty is included in decision making opportunities on future staff development topics and feel their input is validated by the administration.

John F. Kennedy HS teachers participate in staff development to refine pacing plans, to align the

curriculum to state standards, review common assessments, and analyze data. Staff development at this school includes a variety of topics based off of the data analysis such as rigor, classroom management, the effect of poverty in the classroom, etc. In addition to the staff development offered by John F. Kennedy HS, LAUSD offers workshops on a variety of topics which include benchmark assessments.

John F. Kennedy HS reports that 92% (140-152) teachers, counselors and administrators are fully credentialed. 12 teachers are currently enrolled in district or university intern programs. Two teachers are Nationally Board Certified. On the other hand, due to the enforcement of the CLAD requirements in LAUSD, the school reports that there are 158 periods in which teachers are missassigned.

New teachers at John F. Kennedy participate in 40 hours of induction training sponsored by LAUSD. The school also offers Kennedy New Teacher monthly meetings provided by the administrative staff. New teachers participate in BTSA and can have no more than two preparations, cannot travel, and are discouraged from taking on any additional adjunct assignments.

John F. Kennedy HS reports that 50% of the faculty felt they benefited from staff development collaboration. Based on focus group discussions, these results may depict the District mandated staff development. This remains an area of growth for the staff. However, informal collaboration among staff and a willingness to sponsor extra-curricular clubs and activities adds to the overall positive culture on campus.

A5. To what extent are leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

John F. Kennedy HS is committed to staff development focused on data analysis of their students' achievement. The Professional Development Committee, Literacy Cadre and the Curriculum Council plan staff development reflecting student data, district mandates and recommendations from staff. Professional development at John F. Kennedy HS has been focused on closing the achievement gap of the subgroups who did not meet their expected growth target which include: SDAIE strategies, student literacy, mathematics, SLCs and writing across the curriculum. Other staff development opportunities included grade-level collaboration and a review of benchmark assessment. Data analysis is the vehicle that drives the change in instruction and staff development topics.

Teachers at John F. Kennedy HS are encouraged to attend conferences and trainings. In 2008, 62 teachers participated in 114 different professional development activities and 46 conferences. Teachers also receive additional support from Advisors, coordinators, SLC lead teachers, ELA and math coaches who have received specialized training.

John F. Kennedy HS leadership surveys the staff as it pertains to staff development topics and needs and uses this information to plan future trainings.

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

LAUSD, John F. Kennedy HS's governing boards (LEARN, Curriculum Council, CEAC, SSC, ELAC) and leadership allocate resources accordingly: 1. Enrichment, 2. Intervention, 3. Expansion of

successful program, and 4. Maintenance of effective programs. The governing boards oversee that resources are allocated according to policy and mandates set forth by the District office, State and Federal government. Staffing, supplementary materials, extra-curricular activities, technology purchases are all made by a thorough review of the data.

Textbooks purchased are all aligned to the standards. All students have the necessary textbooks needed for the core areas; John F. Kennedy HS reports that they have been 100% Williams compliant each year that they have been visited. To further support the learning in the classroom, John F. Kennedy HS offers a variety of intervention classes during the school day and/or after school. In addition to the intervention classes, John F. Kennedy HS offers tutoring after school four days of the week and on Saturdays. Students in AVID and the Freshman Academy also visit local colleges and universities.

Link Crew provides mentoring to Freshman to assist them transition to high school. Upper classmen provide leadership skills, mentoring and team and culture building activities. It is a highly successful program at John F. Kennedy HS and positively contributes to a positive school experience and culture as well as overall academic success.

In addition to funding provided by the District, State and Federal, John F. Kennedy HS has been successful in obtaining several grants: Health Kid Grant, CTE Grant, and The First Financial Teacher Grant, FEDCO Grant, Wal-Mart and Target Community Grants.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- LAUSD support of the ongoing changes in the implementation of the SLCs
- Governing boards collaboration with the school site to advise on staff development, data review and expenditures of school funds and resources
- The use of data to drive changes in instruction and programs offered
- College courses offered at the school site
- The school promotes a strong sense of community
- The school provides numerous opportunities for parental involvement through the Parent Center which provides a link between the parents and the school
- Students are involved in Link Crew and Leadership which nurtures school connectedness and school pride
- Formal and informal collaboration among faculty and their support staff

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- There is a need to broaden the use of technology in all core academic areas to help bridge the achievement gap
- Continue collaboration and communication among the different stakeholders, especially in the area of data analysis to drive instruction

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study document
- Dialog with focus groups and with student stakeholder groups

- Interviews with students
- Interviews with parents
- Interviews with District Staff
- Observations
- Assessment Results
- Single School Plan for Student Achievement
- Program Improvement Year 1 Revision to SSPSA
- Master Schedule

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

- B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results.
To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?**

Students at John F. Kennedy High School participate in a rigorous, relevant and coherent standards-based curriculum, which was evident by our visit. The core curriculum has been aligned to the state standards. Core departments developed common pacing plans and have implemented LAUSD benchmark assessments. To assist the teachers, John F. Kennedy High School has a full-time literacy and a full-time math coach. Their responsibilities are to help the teachers review data, mentor them and to provide staff development. The teachers at John F. Kennedy High School attend conferences and trainings for professional growth and to improve instruction.

John F. Kennedy High School offers a Freshman Academy and 10th through 12th grade voluntary Small Learning Communities (SLC) for more personalized and focused instruction. John F. Kennedy High School is also a magnet school. Additional programs include English as a Second Language (ESL), Special Education, Advanced Placement, School of Advanced Studies, and Advancement Via Individual Determination (AVID). The staff has formal as well as many informal opportunities to collaborate within their departments and between departments in developing programs and curriculum. During their professional staff development days departments will review student data and revise curriculum to address areas of concern. The staff will collaborate with NJROTC, Special Education Department, ELL and Title I coordinators for students with diverse needs.

John F. Kennedy High School offer programs such as Developing Readers and Writers Course (DRWC) and the Scholastic Read 180 for students scoring below basic or far below basic on the CST exam. Three math courses as well as labs were developed to assist students who struggled in Algebra 1, Geometry 1A and Algebra 2A. To assist EL and Special Ed. students, departments collaborate to modify their curriculum and provide accommodations to meet their learning needs. John F. Kennedy High School offers over 15 Advanced Placement classes for all of their students. Special Education department that provides curriculum meeting standards in core classes to provide access to all students. In addition to the 15 traditional classes, 3 AP computer based programs offered through LAVA are available for students. The SLC and elective programs support the achieving of the standards and the ESLRs through providing opportunities for hands on learning, participation in competitions, earning certifications, and through performances such as plays and concerts.

In reviewing data, John F. Kennedy High School recognizes that there is an achievement gap occurring within their subgroups, which led to them becoming a Program Improvement Year 1

school. Interventions have been implemented during school and after school to bridge these gaps. John F. Kennedy High School offers tutoring four days a week and on Saturdays for students needing additional help. Programs such as CAHSEE Boot Camp and Beyond the Bell have shown success in helping students pass the CAHSEE. John F. Kennedy High School continues to collaborate and review data to meet the needs of all their students.

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

LAUSD has mandated that all students be enrolled into an A-G curriculum beginning the with class of 2012. John F. Kennedy High School curriculum meets the A-G requirements while providing equal access to all classes. Two counselors are assigned to the Freshman Academy. They visit John F. Kennedy High School's feeder middle schools and begin the process of enrolling the incoming ninth grade student into the Freshman Academy. Counselors also use this time to identify students who may qualify to participate in the honors, AP or AVID programs. Students in the ninth grade are provided information on courses that meet the A-G requirement and the graduation requirements. Students transition from the Freshman Academy to one of the other SLC that they are interested in beginning in the tenth grade. In the tenth grade students receive an Individual Graduation Plan (IGP) and parents are invited to attend an informational meeting. During "Cougar Time," teachers review graduation requirements with the students.

Through the SLCs, John F. Kennedy High School is able to offer an enriching education program for all the students. The SLCs personalizes and focuses students towards a career goal, developing the necessary skills for success in the classroom and beyond. Students, regardless of SLCs, have access to honors and AP courses. John F. Kennedy High School has made a concerted effort to increase the number of African American and Latino students enrolled into these programs.

Programs such as IMPACT are designed to help those students exhibiting behavior of concern. Interventions are offered to assist students who are struggling academically. John F. Kennedy High School has partnerships with Pierce College and Mission Hills College that offer additional opportunities for students take college courses on John F. Kennedy High School campus after school and Saturdays.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

The graduation rate at John F. Kennedy High School for the class of 2007 was 83% with 42% of the students completing the A-G requirements. The Freshman Academy was created partly due to the ninth grade students performing poorly academically and demonstrating poor attendance. With early intervention John F. Kennedy High School can keep students on track to achieving the A-G and graduation requirements. Parents are encouraged to participate.

The Diploma Project Advisor (DPA) provides support and guidance for those students who are not on track toward graduation. Students not demonstrating progress towards graduation, as a final step, are referred to Continuation School, Adult School and/or a number of LAUSD instructional programs. John F. Kennedy High School offers every student every opportunity to meet the graduation requirements.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- The different educational and career pathways available to the students due to the implementation of the SLCs
- Faculty and staff members are dedicated to using data as a method to strengthen the curriculum and improve instruction.
- Support staff, such as counselors, math and literacy coaches, SLC, bilingual and special education coordinators
- Special education ensures that all special education students have access to the core curriculum
- Formal and informal collaboration among faculty and their support staff

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- The school needs to continue increasing enrollment in honors and AP classes
- There is a need to increase academic success for all students to continue the increase of the graduation rate.
- There is a need to broaden the use of technology in all core academic areas to help bridge the achievement gap.
- Implement additional staff development opportunities that utilize research-based instructional strategies to strengthen the delivery of curriculum

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study document
- Dialog with focus groups and with student stakeholder groups
- Interviews with students
- Interviews with parents
- Interviews with District Staff
- Observations
- Assessment Results
- Single School Plan for Student Achievement
- Program Improvement Year 1 Revision to SSPSA
- Master Schedule

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

John F. Kennedy High School provides students with challenging and enriching learning experiences that enable them to achieve the academic standards and expected schoolwide learning results. Students from diverse backgrounds and abilities have equal access to a rigorous curriculum. The school offers a variety of classes including honors, advanced placement through Los Angeles Virtual Academy, academies, and English as a Second Language. Several programs address

student needs and interests including the Developing Readers and Writers Course, Special Education, GATE, School for Advanced Studies, and the Architecture Digital Arts and Film Magnet. A variety of intervention programs during the school day, summer, and after school support students in closing the achievement gap. English Language Learners and Special Education students receive appropriate services and assistance to access core curriculum.

There is evidence of differentiated instruction in core academic areas. Teachers reflect on student data to identify instructional topics to be reviewed and reemphasized in the classroom. Teachers employ a variety of instructional strategies to engage students. Small group discussion, research projects, written assignments, and the use of technology support student engagement. CAHSEE Boot Camp offers extended test prep to assist 11th and 12th grade students who have not passed one or both parts of CAHSEE pass the exam, while Beyond the Bell supports the 9th and 10th graders in obtaining the skills to pass the test on their first attempt. Teachers offer a systematic English Language Development Program that scaffolds instruction and challenges students to achieve. District and site staff monitor English Learners to ensure appropriate placement and articulation of students from the feeder schools. The English Language Skills class helps students meet reclassification requirements and support their transition into the English Language Arts classrooms.

The math department uses common assessments, writing prompts in upper level math classes, and district periodic benchmark assessments in Algebra and Geometry. The math coach assists teachers in analyzing the data to identify topics that need additional instruction. Science teachers use a variety of strategies, alternative assessments and analytical projects to promote student success. In addition, science teachers reflect on lessons delivered in a collaborative model using lesson studies. World Languages and Cultures teachers provide students with thematic unit lessons and a project-based curriculum. Supplementary material aligned with the textbooks and projects that utilize technology to expand the opportunities for students to learn.

The Health and Life Skills teachers provide students with challenging learning experiences. The department collaborates with various houses of the Freshman Academy to help create interdisciplinary lessons. Students use peer discussion and presentations to increase critical thinking, communication of concepts, and understanding trends in educational and career paths. Students create their four-year plan and future goals. Physical Education classes accommodate different learning styles to work effectively with diversity and individual differences. Classes are structured to guide students to successfully use appropriate problem solving skills and decision-making strategies to adapt to a constantly changing environment.

Smaller learning communities are inclusive of all students. Classroom presentations on each SLC provide the opportunity for all 9th grade students to be informed of the choices and pathways. Data from the Health Academy and the Teacher Academy demonstrates improved student achievement and a sense of belonging and greater connection to the school. Teacher feel that the Smaller Learning Communities provide increased accountability and keep students from “falling through the cracks.”

Similarly, the arts and vocational education programs provide a variety of challenging strategies that support student learning. The English department and the Architecture, Digital Arts and Film Production classes collaborate on thematic topics and the Visual Arts departments provides students with multiple options to express their talent. Industrial Arts offers multiple avenues and career paths for students to gain work place skills. In the Home Economics – Family and Consumer Science course Careers with Children, students become teachers under the supervision of the instructor/Director of the JFK Pre-School and design lessons that address pre-school state

standards. Independent Living students demonstrate their mastery of the standards and expected schoolwide learning results by completing a variety of assignments that include group projects, individual projects, and independent research.

In special programs that address the unique needs and interests of students, activities support students in reaching academic and personal success. The Naval Science – NJROTC embeds the skills of reading, writing, listening and speaking in classroom activities as well as integrating the standards of other disciplines into their curriculum. NJROTC students develop leadership skills and self-esteem.

Special education classes access programs designed to address their unique needs in the least restrictive environment supported by staff who focus on the necessary skills for student success. Special education students are challenged to meet state standards at a high level with teachers who hold their students accountable for learning in a variety of ways.

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Teachers and support personnel at John F. Kennedy High School provide students with rigorous and relevant enrichment opportunities that go beyond the traditional textbook and classroom experience. Students have opportunities to interact with guest speakers, expand learning through field trips, attend performances, and join one of many clubs, athletic teams, or performance groups. Career interests are explored through Smaller Learning Communities, work experience, ROP, and partnerships with local community colleges. The integrated SDAIE strategy approach is utilized to enhance access to instruction for all students. It was noted that there were large class sizes in several content classes and this may affect the rigor in core academic classes.

Students in English classes are encouraged to participate in the production of the school newspaper and the literary magazine. Journalism students have toured the newsroom and printing facilities of local newspapers. Socratic seminars develop higher order thinking skills and technology is used to expand classroom activities through student designed audio-visual presentations. Celebration of cultural diversity occurs through the sharing of foods, the creation of a class quilt, and sharing cultural dances and holiday celebrations. A trip to the Museum of Tolerance enhances the study of World War II and greater understanding of *The Diary of Anne Frank*.

The Math department uses campus locations to teach geometry concepts and technology to investigate mathematical functions. Students have access to a variety of opportunities in science classes to expand the classroom experiences. Students go to the LA Zoo to study animal environments and Balboa Park to analyze water samples. The Biomedical, Health and Fitness Academy students, through a partnership with the USC Keck School of Medicine Medical-Counseling, Organization and Recruiting Program, participate in a Saturday-School Year Program and a summer program that expands their knowledge of opportunities in the medical field.

The Social Studies department includes debates, video projects, field trips, and role-playing historical events to expand student experiences beyond the textbook. Technology is integrated with internet research activities for research papers and classroom presentations. Guest speakers from groups such as the Veteran of Foreign Wars and Merrill Lynch offer personal perspectives in a variety of areas. The service-learning graduation requirement invites students to actively participate in activities that support the school community. Culturally relevant events are a part of the curriculum

in the World Languages and Cultures classes. Students experience food, music, traditions, customs, and holidays from the cultures that are being studied. Students share their Hispanic heritage through dance, projects, and presentations.

The Freshman Academy teachers and Smaller Learning Communities have developed interdisciplinary activities that require students to connect content knowledge in a variety of ways. Social studies teachers and English teachers collaborate to create a magazine containing both literary and historical relevance.

Many students in the Health and Life Skills classes have fulfilled their service-learning requirement through a campus wide anti-drug campaign. Students research the negative impact of drugs and share the information with other students. To better understand college and university options, student groups research a university and present to others the newly acquired information. A field trip to a local university allows students to experience the college atmosphere and learn that a university education is accessible to all students. Physical Education classes promote character building and team play, as well as learning about weight control and nutrition.

The Visual and Performing Arts departments engage students beyond the traditional classroom experience in many ways. Students in the Film and Television program enter several local competitions and hear from guest speakers that include representatives from Universal Pictures, film editors and directors. Students get real-world experience by developing and broadcasting weekly campus news through the cable television system. The digital imaging classes design artwork for both the school and the community. Student work is displayed on the campus with exceptional pieces being shown at community events. Performance groups participate in campus and community events such as school concerts, parades, competitions, and local business events.

Career and Technical Education classes in the Industrial Arts, Home-Economics and Consumer Science, and Naval Science NJROTC classes use multiple activities to expand student experiences. Students in the computer science/technology classes work with a community organization and on the local campus to address technological needs and concerns. Woodworking students and NJROTC work together to learn aviation terminology and build wooden airplanes that are able to fly. Woodworking students also partner with LAPD to build toys to be given to children during the holiday season. Architectural students work with non-profit organizations and participate in a competition where students design a city project within budget constraints and meeting the needs of the community including home design and construction. Students working in Careers with Children must design and teach a standards aligned pre-school lesson. Future teachers compete in the State Teaching Careers competition that requires students to present a lesson and share a portfolio that meets the established criteria. Independent Living students must research and evaluate a local restaurant and then develop, create, and design their own restaurant. Guest speakers share the various opportunities that are available in the area of Home Economics-Family and Consumer Science. Naval Science-NJROTC students take part in projects, discussions, and debates. Guest speakers share job opportunities and higher education options, while field trips give hands on experience and increase understanding of life in the Navy. Community participation and commitment is demonstrated through parade participation, community celebrations, service to military organizations, and to the school. The culminating spring banquet provides the opportunity to share student portfolios, achievements, physical fitness results and academic accomplishments. Authentic assessment of activities and learning occurs each year during The Annual Military Inspection.

Special education students use computer software to assist in drafting essays and developing and improving reading skills. Class discussions, debate, and Socratic Seminars helps student explore topics in greater depth. Students have access to the core curriculum and encourage students to

think on a higher level and apply knowledge in many ways. Community-Based Instruction supports students in learning skills to help them function with greater independence and seek out post high school opportunities at local community colleges and trade schools. The Best Buddies program develops peer relationships and appropriate role models.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- Students are actively engaged in their learning to assist them in achieving the academic standards and expected schoolwide learning results
- Students have a variety of course options that meet individual needs and interests
- Special education students and English Learners have access to challenging learning experiences that are differentiated and varied according to student interest and needs
- Students have diverse opportunities for connection and engagement outside the classroom
- Various learning styles are addressed through a variety of instructional approaches
- Student work demonstrates application of knowledge, problem-solving skills, use of technology, and real-world experiences

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- Implement additional staff development opportunities that utilize research-based instructional strategies to strengthen the delivery of curriculum
- Increase availability of intervention classes within the school day to close skill gaps for students who perform far below basic and below basic on the CSTs and/or have not passed one or more sections of the CAHSEE
- Increase the personalization and academic rigor for all students through SLCs
- The large class sizes may affect the rigor in core academic classes

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study document
- Classroom observations
- Dialog with focus groups and student stakeholder groups
- Interviews with staff
- Interviews with parents
- Master program

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

John F. Kennedy High School uses various formats, including Data-Driven Dialogue, to analyze disaggregated student performance data from State and district-mandated assessments including STAR, CAHSEE and CELDT. The faculty collaboratively analyzes data throughout the year to assess mastery of content standards and curriculum. Teachers also collect, disaggregate and analyze data from their own assessments, department common assessments and District

benchmark assessments, to identify research-based instructional strategies to assist student learning.

The school has a process for disseminating performance data to all stakeholders. School Site Council and other categorical committees receive disaggregated data to update the Single Plan for Student Achievement, Program Improvement Year 1 Addendum, and WASC Action Plan. Test results are also disseminated through the School Accountability Report Card (SARC), available on both the school's and LAUSD's websites, and local or national newspapers and magazines. Parents and students receive results of mandated tests for their student directly from the California Department of Education and Kennedy's Parent Center holds workshops in English and Spanish to discuss the scores. Further personal contact on students' academic progress is made with parents through Back to School Night, Conference Night, progress reports, newsletters, bulleting, announcements, Connect-ED, and the school website. Students also receive results of state mandated testing in their homeroom class.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Teachers at Kennedy High School employ a variety of assessment strategies to evaluate student learning. Teachers use benchmark assessments, CST, CAHSEE, CELDT and PFT data to enhance the teaching/learning process, working collaboratively to improve instructional strategies, modify their curriculum, teach District-created Concept Lessons, and adjust their pacing plans. Teachers also use this data within their departments to create common assignments and common assessments. In addition to these assessments, each department uses multiple approaches to monitor student learning including senior portfolios, common writing prompts, 10 week writing samples, Read 180 and High Point progress monitoring assessments, CAHSEE and CST practice tests. In addition to traditional assessments, some teachers have students engage in cooperative learning project-based assignments, self-evaluations and performance-based assessments.

After receiving test data from LAUSD and the State of California, faculty and staff analyze, discuss, and review the school's instructional program and each department's overall progress during Professional Development Days throughout the year. Critical areas of academic need are monitored and adjusted. The analysis of student performance data resulted in two intervention programs, CAHSEE Boot Camp and Beyond the Bell. In CAHSEE Boot Camp 12th grade students are taken out of class and given intensive review one week prior to the test. Beyond the Bell, using the Kaplan testing strategies, is an after school program that provides English and math tutoring to enable students to pass CAHSEE on the first attempt.

Through the support of LAUSD, many departments have developed curriculum or pacing guides, in order to better align instruction with California academic standards and the school ESLRs. The district mandated benchmark assessments correspond with district pacing plans and Design Lesson in English, 9 and 10, Algebra I, Geometry, biology, chemistry, and World History.

Faculty and staff analyze the results of in-class and District-mandated benchmark assessments to review the school's instructional program and each department's overall progress and identify critical areas of academic need. Through the support of LAUSD, many departments have developed curriculum or pacing guides, in order to better align instruction with California academic standards and the school ESLRs. Formal and informal assessments are used to inform teaching and identify concepts that require re-teaching.

Analysis of student performance data demonstrates that not all students at Kennedy are making progress toward achievement of the academic standards and the ESLRs. As a result, the school's

program has been implementing Small Learning Communities to better serve the needs of our students.

D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

The John F. Kennedy High School leadership team and department members, supported by the district and local community, periodically monitor student achievement of the academic standards and ESLRS. The school reviews both state and district benchmark assessment data to modify instructional strategies and improve student achievement. Professional development and training provided at the site and the district to help teachers analyze and review data. The district provides logistical and technical support in scoring and analyzing district benchmark assessments in the academic areas.

Professional development topics are determined by data analysis and identified needs. When critical areas of academic need become apparent, departments collaborate in subject or grade level specific groups to devise common lessons, teaching strategies, and assessment to ensure student progress. The district supports professional development opportunities on best practices and effective instructional strategies with the support of a literacy and math coach. Local District 1 holds monthly literacy and math coach meetings to discuss periodic assessments and effective research-based literacy and math strategies. District experts, the bilingual coordinator, and literacy coaches monitor the efficacy of program implementation and offer support for the teachers and students involved.

Community support is provided through the lessons and thematic units created by California State University task force. Teachers were trained to implement a new curriculum that will eventually better prepare our students for higher education. Assessments results are shared with local community groups for feedback and parents have the opportunity to meet with their child's teachers and counselor to discuss academic programs. Additionally, counselors systematically monitor the progress of students toward fulfilling their Individualized Graduation Plans (IGP).

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Budget and professional development decisions are based on instructional priorities identified through data analysis. As a program improvement school, 10% of the Title I funding support staff development in math and English. School-site budget decisions are based on data, which is used to drive the Single Plan for Student Achievement. Resources are distributed through SSC, Title I, the bilingual program, magnet programs, programs for gifted students and LEARN. Title I resources support the development of after-school lesson design that focuses on writing strategies and vocabulary development and the purchase of new novels and high-interest non-fiction works have been distributed to each homeroom. English Learner Advisory Committee (ELAC) and the EL coordinator make sure funds are allocated to meet the needs of English learners as identified through CELDT, CAHSEE, and CSTs. Resources support after school-tutoring and CAHSEE intervention programs. Teachers are afforded the opportunities to attend professional development, purchase necessary classroom materials, and take students on field trips.

After receiving feedback that only 42% of students felt an adult on the Kennedy campus knew them well, the site restructured into Smaller Learning Communities to provide greater personalization. Freshman Academy, with the support of coordinator and two counselors, is dedicated to improving the academic achievement of all 9th grade students and ensuring successful promotion into 10th

grade. To help 9th grade students adjust to high school, the Summer Transition Program, offered to 9th grade students who score less than proficient, provides an opportunity for 9th grade students to experience curriculum and acclimate to the high school culture. The district allocates resources for the Diploma Project Advisor to offer at-risk students a variety of programs to stay on track for graduation.

LAUSD provides literacy and math coaches and science and social studies advisors who assist with analysis of data, design and implement professional development, and provide instructional support through observation and team teaching, highlighting best practices, and leading and mentoring cadres. They assist departments in designing their curricula to improve upon specific areas of growth identified by the CST data.

Because English Learners did not meet the required goals for proficiency in English and math, the John F. Kennedy faculty and staff, under the direction of Local District 1, have implemented the SDAIE strategy and ESLR of the month to be implemented in each classroom.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- The use of assessment data has resulted in the creation of intervention programs, the implementation of SLCs, and targeted professional development
- Benchmark assessments provide immediate feedback to teachers regarding student learning and topics that need reteaching
- The school shares assessment data with staff, students, and community members through a variety of avenues
- Site and district resources are allocated to address critical needs identified through data analysis
- Teachers utilize a variety of assessment strategies to measure student achievement

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- Increase the personalization and academic rigor for all students through SLCs
- Implement additional staff development opportunities that utilize research-based instructional strategies to strengthen the delivery of curriculum
- Analysis of disaggregated data needs to extend across all course offerings

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study report
- Dialog with focus groups and with student stakeholder groups
- Interviews with teachers
- Observations
- Assessment results
- Single Plan for Student Achievement

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

John F. Kennedy High School believes that parents and community members are a key component to the students' success, and therefore use a wide variety of avenues to communicate with all stakeholders via telephone, written material, and meeting opportunities at the site. Of particular significance are the school principal's weekly phone calls to homes using the Connect-Ed auto dialer system. A parent newsletter is mailed to parents twice a semester. Parents can also access information via the schools website. Parents are also notified of students attendance via ISIS which informs parents daily of student absences or tardy arrivals. The PSA Counselor conducts home visits for students having difficulty attending school. In addition, faculty and staff communicate with parents via individual phone calls in order to secure parents help in monitoring student's progress.

To build a strong community parents and community members are encouraged to be actively involved in the Kennedy Parent Center, which assists the school by providing parents with a wide variety of workshops. Parent volunteers help with campus activities, including CST breakfast and lunching supervision. Monthly meetings are held for many groups, including: CEAC, ELAC, LEARN, SSC, Booster Clubs, PTSA, KPAC, and BPAC. Suggestions from these meetings are communicated to LEARN and SSC who can influence school policy. Also, the principal invites parents to attend "Coffee with the Principal" where the Principal updates parents on a variety of events and gives parents an opportunity to share their concerns.

There are many in-house systems where students can receive information that they then communicate with parents. These systems include: PA announcements, printed bulletins, student television broadcast, and the school newspaper.

John F. Kennedy High School has developed strategic programs that are instrumental in supporting student engagement and support, such as:

- **Student Progress Reports:** Progress reports are mailed home every 5 weeks. For students in danger of failing, counseling office sends an additional letter informing parents of the intervention programs available at the school site.
- **Student Success Team:** SST teams develop an intervention plan for students who are struggling. Teams can include a variety of staff, parents, and students.
- **Special Education Services:** Special Education office communicates with parents to update and maintain students IEP. The Special Education Department works closely with the district to effectively transition students from middle to high school and from high school to beyond. District services provide all students the opportunity to attend field trips to secondary education facilities.
- **Parent Nights:** Back to School Night, Open House, and PHBAO night give parents, counselors, and teachers the opportunity to discuss students' needs, successes, and challenges. Ninth Grade Orientation Night and An Evening with Kennedy are evenings for incoming freshman to meet with the faculty of John F. Kennedy High School and learn about the various programs.
- **On Campus Community Connections:** San Fernando-Kennedy Adult School, Jane Addams Continuation School, and Clinic & Family Resource Center are all operated on John F. Kennedy High School to provide services for students and community members.

- **Clubs and Organizations:** John F. Kennedy High School has 29 active clubs and organizations with over 1,000 members and 50 athletic programs with 850 student athletes. These students work with parents and local businesses to enhance the school and community.
- **Community Partnerships:** John F. Kennedy High School participates in programs with many local colleges and universities, including Mission College, Pierce College, Kaiser Permanente, UCLA, the Nurses Association, Careers with Children Program, El Proyecto del Barrio, and USC Medical-COR, which provide students opportunities to research career in connection with the onsite Career Center.
- **Community Leadership:** Link Crew and the Teaching Careers Academy provided community outreach during tragic times in the San Fernando Valley.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

In a culturally diverse campus, students quickly learn to respect individual differences. Staff members are instrumental in creating a climate of caring and understanding. John F. Kennedy High School staff contributes to the safety of the campus and learning environment by being visible in the classrooms and on the grounds. John F. Kennedy High School custodial staff works at maintaining a clean campus, and have won Local District Campus Beautification Awards.

The student body is aware of existing policies to encourage a safe and nurturing learning environment. All students are given a LAUSD Parent/Student Handbook, which is reviewed during “Cougar Time”. Cougar Time is structured to provide students with an opportunity to build a connection with the same adult throughout their entire high school career. Staff members believe that this experience has helped to impart Cougar values and strengthen the Cougar family.

John F. Kennedy High School takes a proactive stance on campus safety, relying on 2 police officers, 3 deans, 1 part time Youth Relations Officer, and 5 campus security assistants to enforce school policies. All students are issued photo ID cards, and visitors must sign in at the front and receive a pass. Hall passes are required for any student out of class.

Safe School plan was developed with collaboration from all stakeholders and is updated yearly to assure emergency preparedness. Lock down and earthquake drills are practiced each semester.

Link Crew, Student Government, LEARN, SSC, and other clubs and organizations were created to encourage students to take an active role in leadership, provide a safe and nurturing learning environment, and build a strong community. The HEART program also provides an opportunity to celebrate diversity and promote tolerance and provide a learning environment free of conflict. HEART is a Los Angeles Unified School District program which is new to the campus and has been embraced by campus staff and students. Tobacco Use Prevention Education provides consciousness raising activities.

John F. Kennedy High School has 14 custodians that maintain the environment. Cleanliness remains a high priority for all stakeholders.

Students feel supported by John F. Kennedy High School staff, who often provide one-on-one conferencing, before and after school tutoring, and often give up their lunches to be available to students to provide assistance. John F. Kennedy High School employs several specialized staff to assist students, including; one nurse, one special education coordinator, eight counselors, one

school psychologist, and one magnet coordinator. Coordination of Services Team (COST) is a proactive team that meets every two weeks to provide a coordinated approach to identify at-risk students, develop intervention plans, and monitor student progress.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Both the faculty and staff highly value and care for the students at Kennedy High School. Using the LEARN governance shared decision-making model, John F. Kennedy High School fosters a climate of learning and professional growth.

John F. Kennedy High School has a number of programs in place to ensure the academic, social, and emotional success of the student body. Small Learning Communities have increased the personalization and mitigate the size of the large campus. John F. Kennedy High School SLCs include: Teaching Career Academy, Architecture, Digital Arts & Films Production Magnet, Freshman Academy, Biomedical, Health & Fitness Academy, D.R.E.A.M.S.T. (performing arts), and Leadership Academy. All freshmen are placed into Freshman Academy, with support of two counselors, Freshman Academy Coordinator, and Link Crew.

John F. Kennedy High School counselors meet with each student to create and review the students' Individualized Graduation Plan (IGP). Parents are invited to attend these meetings. Historically, approximately 50% of parents have attended the IGP meetings in the past. A large segment of the Life Skills course is devoted to making students aware of and assisting them in developing their IGP and post-secondary plans. Struggling students can be mentored through a daily or weekly progress report, signed by each teacher. John F. Kennedy High School has an AVID program, which has sent 95% of its graduates on to college.

After school tutoring is available to all students after school 3 days a week and on Saturdays. Reduced class size in 9th and 10th grade and support programs in 11th grade ELA classes allow for individualized attention to help students. CAHSEE Boot Camp is available for seniors who have not passed the CAHSEE. This is a one week program held 4 hours a day, during the instructional day, to provide intensive intervention the week before test administration.

All students have access to the instructional resources in the John F. Kennedy High School library. The library has 40 computers and a full time and part time librarian to provide out-of-class assistance. Classified staff is devoted to supporting the academic achievement of all John F. Kennedy High School students.

E4. To what extent do students have access to a system of personal support services?

Kennedy High School offers many opportunities to access support services and activities on campus and within the community. In the past three years, several new programs have been added to address the students' needs while successful programs have been continued. Small Learning Communities are a key component to the personalization on campus and sense of community.

Personal Services at School:

Counselors work with students to ensure their Individualized Graduation Plan is inline with their future goals. The college counselor and career advisor are both available to assist students in the college and career goals.

Students with Disabilities may be attended to by TSAs as well as several itinerant district personnel. SWD also have the option to visit with resources staff when they are in need of additional support.

English Language Learners have the support of the ELL Coordinator, ESL counselor, and the bilingual office whom ensure that students can access the bilingual program to fulfill A-G requirements.

Student Study Team case manager identifies students who have specific support needs. Teachers can attend SST meetings with parents and counselors to develop intervention strategies. At-risk students whose academic progress is jeopardized are provided with counseling and other services, including counselors, advisors, and IMPACT.

The Parent Center is a resource open to all academic departments offering various activities, workshops, and support for both students and parents.

The College Center works with local colleges and universities to provide students with the support needed to transition into college. The center also offers placement testing for Pierce and Mission Colleges, ASVAB testing, guest speakers, university recruiters. financial aid information, and coordination of the AP and PSAT exams. The Career Center provides services in assisting students in obtaining jobs and internships through information at the center and via an annual job fair.

Student Activities:

John F. Kennedy High School offers several programs and activities for student engagement. The John F. Kennedy High School athletics program provides late bus transportation and requires students to maintain academic standards and follow the code of conduct. Programs such as performing arts, art, music, NJROTC, and numerous clubs/organizations offer students many options to promote student interactions. Recognition for the success of students, teams, and clubs are made through awards ceremonies, announcements, school bulletin, newspaper, and parent newsletter. Honor Roll names are posted in the showcase in the main hallway of the administrative building.

Community Services/Opportunities:

Partnerships have been developed with local colleges and Universities. These schools provide guest speakers to give informational workshops, and prepare students for college. Work experience and career advisor help students gain work experience credit and provides jobs/internship opportunities for students. These opportunities are provided through various partnerships with colleges, businesses, and ROP.

The Kennedy Clinic & Family Resource Center is open to the community and available for students in need of additional medical and mental health services.

The Kennedy Band performs at local elementary schools and at the opening of local businesses. The leadership and NJROTC student work closely with the Red Cross to organize blood drives. Freshmen participate with the Friends of the Los Angeles River to participate in the annual river clean-up.

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- The school promotes a strong sense of community

- The school provides a clean, safe, and orderly environment
- The school provides numerous opportunities for parental involvement through the Parent Center which provides a link between the parents and the school
- Students are involved in Link Crew and Leadership which nurtures school connectedness and school pride

Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Continue collaboration and communication among the different stakeholders, especially in the area of data analysis to drive instruction
- Student access to school counselors needs to be increased
- Increase the personalization and academic rigor for all students through SLCs
- Seek ways to increase the schoolwide effectiveness of the home room

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

- **Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.**

General Comments:

The stakeholders are commended for the dedication given to the preparation of the *Focus on Learning* document. The JFK stakeholders assisted the Visiting Committee in the collection and clarification of data that was needed in order to analyze the existing status of the school. The district office administration provided direction, training and other resources to the school. The Visiting Committee found that the students were extremely congenial and appreciative of the efforts made to improve the quality of educational opportunities available to them. The students demonstrated their Cougar pride to all Visiting Committee member.

- **Synthesize schoolwide areas of strengths and list numerically. Be sure that these can be documented by other sections of the report.**

Schoolwide Areas of Strength (list numerically)

1. The school promotes a strong sense of community
 2. The school provides numerous opportunities for parental involvement through the Parent Center which provides a link between the parents and the school
 3. Students are involved in Link Crew and Leadership which nurtures school connectedness and school pride
 4. Formal and informal collaboration among faculty and their support staff
- **Synthesize schoolwide critical areas for follow-up and list numerically. Be sure that these can be documented by other sections of the report.**
 - ✓ Areas already identified by the school in the action plan sections
 - 1. Academic Rigor in Core Curriculum to close the achievement gap.

2. Closing the Achievement Gap in English Language Arts
3. Closing the Achievement Gap in Mathematics
4. Communication among all Stakeholders.

Schoolwide Critical Areas for Follow-Up (list numerically)

1. Implement additional staff development opportunities that utilize research-based instructional strategies to strengthen the delivery of curriculum
2. Increase the personalization and academic rigor for all students through SLCs
3. There is a need to broaden the use of technology in all core academic areas to help bridge the achievement gap.
4. Continue collaboration and communication among the different stakeholders, especially in the area of data analysis to drive instruction

Chapter V: Ongoing School Improvement (1–2 pages)

- **Include a brief summary of the schoolwide action plan**

John F. Kennedy High School has structured its schoolwide action plan to reflect the goals of the Los Angeles Unified School District, the “Single School Plan for Student Achievement,” the “Program Improvement Year 1 Revision to Update the Single School Plan for Student Achievement” and the school’s own synthesis of schoolwide needs found during the school’s WASC self-study process.

The school’s action plan was developed as a part of the self-study and focuses on four major components. These components and rationale for each are:

1. Academic Rigor is Core Curriculum to close the achievement gap.

Rationale: CST data reveals a significant disparity in the achievement of state proficiency levels between African American and Latino students and that of other subgroups in the four core subjects of English Language Arts, mathematics, science, and social science.

2. Closing the Achievement Gap in English Language Arts

Rationale: Kennedy became a Year 1 Program Improvement school because English Learners did not meet required goals for proficiency in 2007-2008. Overall CAHSEE scores in ELA dropped in 2008. Only one subgroup, that of Whites, is currently at or above the 2010 target of 55.6%. Only 11% of 11th graders were assessed as having achieved college readiness on the CSU Early Assessment Program (EAP).

3. Closing the Achievement Gap in Mathematics

Rationale: The 2008 CAHSEE scores show that English Learners did not meet the required proficiency goals in mathematics. In 2007, special education students failed to meet their required goals in mathematics. These scores lead to Kennedy’s placement in Year 1 Program Improvement.

4. Communication among all Stakeholders

Rationale: The students, staff, and parents feel that ongoing communication remains critical to improving student achievement, closing the achievement gap, and meeting the needs of 21st century learners.

• **Comments on the following school improvement issues:**

- ✓ Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
 - ♦ Do the action plan sections address the critical areas for follow-up?
 - ♦ Will the action plan steps enhance student learning?
 - ♦ Is the action plan feasible within existing resources?
 - ♦ Is there sufficient commitment to the action plan, schoolwide and system-wide?
- ✓ Existing factors that will support school improvement
- ✓ Impediments to improvement that the school will need to overcome
- ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The visiting Committee's concurrence with the action plans developed by the school represents a validation of the general direction of the change agenda being promoted at the school. The school will continue its plan of action to close the achievement gap for all students and to ensure the academic success of all students at John F. Kennedy High School. The suggestion was made to the Leadership Team to include an additional column in the plan so completion dates can be added. This will assist the school in preparing for future visits.

The school's action plan incorporates important schoolwide issues and relates them to the concepts of the *Focus on Learning* criteria.

The follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan appears to be adequate. The Leadership Team will be the central facilitating body. The school has demonstrated that they are committed to and involved in ongoing professional growth, which is focused on the improvement of the learning environment and increased student achievement.

In summary, the school is looking forward to an ongoing celebration of progress. The increased student learning with respect to the expected schoolwide learning results will show the improvement of the educational program and services to the school's diverse student population. The Visiting Committee endorses the action plan submitted by the school and encourages immediate refinement and final editing of the plan for submission to the WASC Commission. It is the belief of the Visiting Committee that the school has both the capacity and trustworthiness to implement the action plan during the term of accreditation.