

Student/Community Profile



Chapter 1

Chapter 1

School and Community Profile

Overview/Introduction

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. The school colors are antique gold, brown, and white. The school mascot is the “Golden Cougar.”

Groundbreaking on the 27½ acre site for John F. Kennedy High School took place on March 25, 1969, three years after the Los Angeles Unified School District acquired the land. Kennedy opened its doors in 1971 as part of the LAUSD. 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. Throughout the years, Kennedy students have maintained pride in their school’s tradition of cultural diversity.

The Kennedy campus is comprised of three core administration and classroom buildings framing the students’ favorite gathering spot, a grass courtyard with a small oval outdoor stage known affectionately as “The Mushroom.” The administration building, one classroom building, and the school gymnasium were destroyed and subsequently replaced following the 1994 Northridge Earthquake. After the earthquake, the school was further

expanded with the addition of 28 bungalow classrooms. The school property also includes a theater, cafeteria, library, preschool child-care facility housing the Careers in Children program, athletic facilities, a College Center, Career Center, Parent Center, eight computer labs, a ceramics workshop, filming studio, photography lab, and digital image studio. The school is also home to the Jane Addams Continuation High School, the Kennedy-San Fernando Community Adult School, and the Kennedy Clinic & Family Resource Center.

In June, 1996, the stakeholders at John F. Kennedy High School agreed that the school would become a LEARN community. "While LEARN was officially short-lived in the District, Kennedy continues the governance system that mandates stakeholder representation and input as well as using data to support decisions. During the LEARN process, stakeholders realized that this reform effort would require the school to constantly re-evaluate student performance. Moreover, experience with LEARN made stakeholders comfortable with the WASC process.

Parents support the school through their participation in the Parent Teacher Student Association (PTSA), Booster Club, separate Korean, Black, and Magnet parent associations, Gifted as well as the LEARN Governance Council, School Site Council, English Language Advisory Committee (ELAC), and the Community Educational Advisory Committee (CEAC). The Parent Center is under the direction of two parent representatives who are paid through our Title 1 program and trained by LAUSD to increase parental involvement and access.

The faculty totals 152 certificated staff members, including 12 teachers who are enrolled in district or university intern programs, and 2 National Board Certified (NBC) teachers. A math coach and literacy coach, appointed by the Los Angeles Unified School District, provide additional support for students, faculty, and staff. Ten counselors, including two 9th grade counselors, one ESL counselor, and one Special Education counselor support

WASC 2009

our students. Other support staff includes a College Counselor, Career Advisor, part-time Bilingual/ Testing Coordinator, part-time Title I Coordinator, one Diploma Project Advisor (DPA), one part-time Pupil Service and Attendance (PSA) Counselor a full-time psychologist, a part-time 9th Grade Academy Coordinator, a full-time Special Education Coordinator, a full-time Magnet Coordinator, part-time coordinators for each of the SLC's, and three deans. Our classified staff numbers 114 and is comprised of paraprofessionals, campus security personnel, cafeteria, and custodial staff.

John F. Kennedy High School is an active member of the community. During the winter months, JFK takes part in the "Coats for Kids Foundation" by donating clothing and coats. The canned food drive and "Toys for Tots" program help to support the local shelters in the area. JFK also supports the organization known as Meets Each Need with Dignity (MEND), providing clothing during the winter months. In addition, our students take part in blood drives supported by the local Red Cross, Holy Cross Hospital, and UCLA Medical Center. Our NJROTC and Kennedy Marching Band take part in several local parades. Our NJROTC also presents the colors at many events throughout the community. Students in both Kennedy's Teaching Careers Academy and the Careers with Children program work with pre-school children and volunteer at local elementary schools. During the 2008 Porter Ranch Fire that devastated the San Fernando Valley, Kennedy students and staff were recognized by Local District I for providing shelter to 250 students from Frost Middle School. During the 2008 Sylmar Fire, Kennedy became an evacuation center for 190 members of the Granada Hills community. After this tragic event, Kennedy High School was also recognized by both Superintendent Brewer and Mayor Villaraigosa for its service to the community.

Kennedy High School also provides a number of opportunities for student involvement. JFK has 850 student athletes who are involved in over 50 different teams. Kennedy High School has an athletic tradition that includes 30 City Section Championships in a variety of sports. In addition, Kennedy has 29 official clubs on campus with more than 1,000

student members. Our faculty and staff members are more than willing and able to support any students attempting to start a new club or organization on campus. In our 2008 faculty survey, 91% of staff members “agreed” or “strongly agreed” that we offer our students sufficient opportunities to be involved in constructive and healthy activities outside the classroom. As a Year 1 Program Improvement school, we have recently been provided with the additional funding needed to expand our after-school programs. Currently, the school is conducting a needs assessment to determine what programs to offer our students.

Status of John F. Kennedy High School

In October, 2003, Kennedy received a three-year term of accreditation and had an on-site review in 2006. After the March, 2006 review, Kennedy as 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 Kennedy met 16 out of 18 AMO’s in 2007-2008, the failure to achieve proficiency in math for two consecutive years in those two subgroups resulted in PI-1 status. We address our response to this situation throughout this self-study, especially in the Action Plan.

A Strong Purpose

Los Angeles Unified School District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

John F. Kennedy High School Vision and Beliefs

We, the members of the JFK community, strive to offer an effective education to our diverse student population and to provide them with the skills they will need to become positive contributors in the 21st Century.

With shared collaboration and communication, the John F. Kennedy High School stakeholders envision:

- Students will be empowered to assume responsibility for their own quality education.
- Students will graduate possessing critical thinking and problem-solving skills; students will leave Kennedy prepared to succeed in post-secondary education, technical training, military service, or the workplace.
- Teachers will provide a meaningful curriculum and an environment of educational excellence for students.
- Parents and students will work in partnership with the total school community to ensure a successful learning experience for students.

We believe:

- Every student deserves a safe environment.
- Every student will be given an opportunity to achieve at his or her highest potential.

- Every student achieves best when supported by a network of families, school, and a community of professionals.
- Every student will be provided with the knowledge necessary to make the connection between educational success and his or her future.
- Every student will be given the opportunity to become technologically proficient.

ESLR's—Expected School-wide Learning Results

During the Focus on Learning process, the participating stakeholders collaboratively reviewed and made changes in the previous ESLR's 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." The latter two also reflect the greater emphasis on these items within the Kennedy community. These are the ESLR's approved by our stakeholders in 2008:

John F. Kennedy High School Graduates will be

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

Students Served

Neighborhoods serviced by John F. Kennedy High School include the upper middle class area of Granada Hills, and the working class areas of San Fernando, Mission Hills, Sylmar, North Hills, Panorama City, Pacoima, and South Los Angeles. The majority of students arrive from three feeder schools (Patrick Henry Middle School, Robert Frost Middle School, and George K. Porter Middle School). Kennedy’s enrollment is smaller than the numbers reported in the 2006 Focus on Learning Report. The student-body is comprised of 2,672 students in the regular school and 368 in the magnet program and an additional 118 Special Education students for a total enrollment of 3,158, slightly lower than that of the previous year. This number is reflective of enrollment trends within the Los Angeles Unified School District. LAUSD plans to build a new high school in 2012, which will further reduce enrollment at John F. Kennedy High School and other area schools.

Fall Norm Day Student Enrollment by Grade Level Over a Three-Year Period

	Grade 9	Grade 10	Grade 11	Grade 12
--	---------	----------	----------	----------

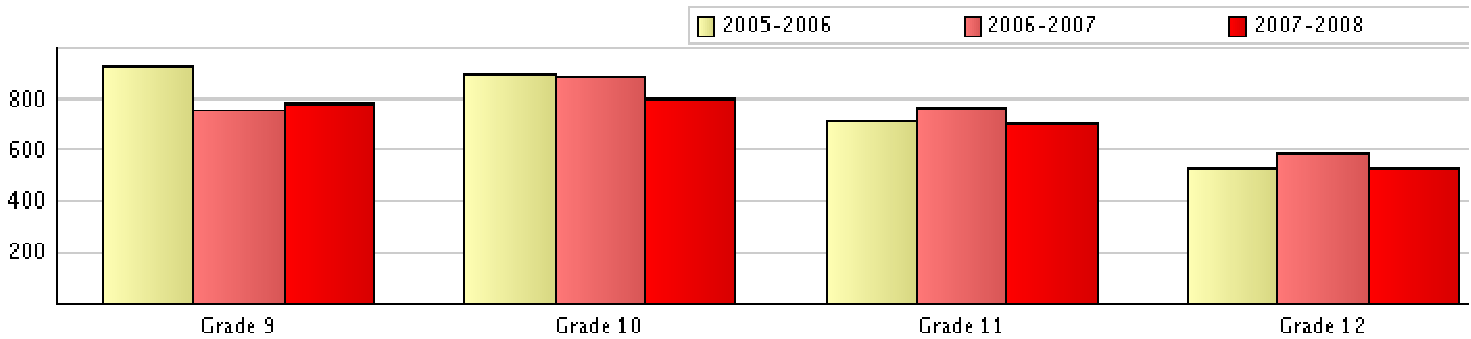
WASC 2009

2005-06	919	894	719	530
2006-07	750	885	767	580
2007-08	785	799	710	528
2008-2009	704	722	692	554

Enrollment by Grade Level from 2005-2008

Student enrollment data demonstrates a decline in enrollment from 2005-2008. The 2006 school year witnessed a surprising increase in the number of 10th grade students. This pattern has remained consistent for the past two years. This has resulted in the 10th grade class being the largest class on campus. However, the data also demonstrates that the number of students transitioning from 11th to 12th grade remain a great deal less than those transitioning from 10th to 11th grade. We must find a way to increase the number of students who are promoted from one grade level to the next. We address our response to this situation throughout the self-study, especially in our Action Plan.

Enrollment by Grade Level 2005-2009



Male	496	480	405	316	0	1,697
Total	885	893	797	609	0	3,184
Gender, 2007-08						
	9	10	11	12	Ungr. SpEd	Total
Female	389	413	392	293	0	1,487

Enrollment by grade level and gender**Enrollment Demographics**

Ever since it was created as a racially integrated school in 1971 in response to court-ordered integration, Kennedy has drawn students from diverse socio-economic and racial backgrounds. Kennedy students come to us from several communities. A significant number of students attend Kennedy High School under a variety of transportation and attendance programs. These programs include, but are not limited to, Capacity Adjustment Program (CAP), Permits with Transportation (PWT), Open Enrollment and the magnet program.

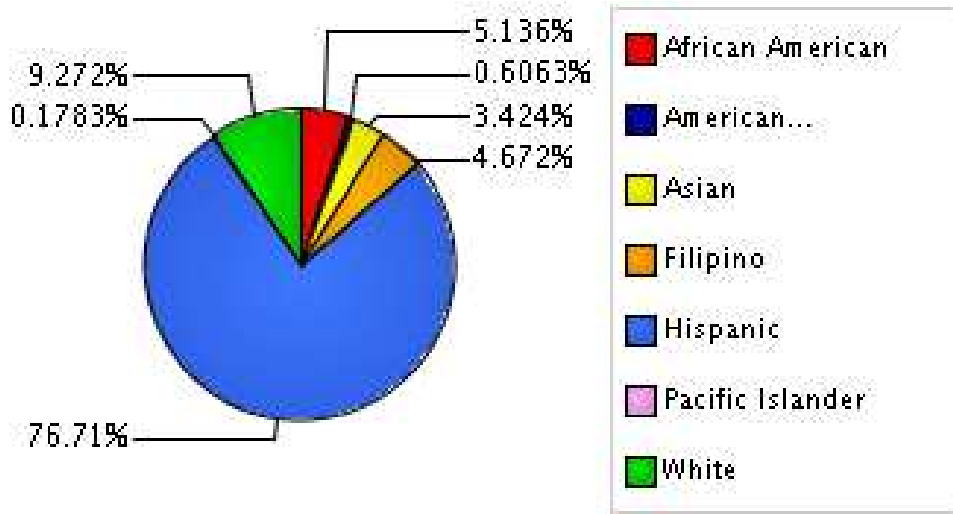
The students at Kennedy High School reflect the demographics of the greater Los Angeles and San Fernando Valley communities. As of Norm Day, the 2008-2009, total student enrollment of 3,158 represent the following ethnic groups: 76.7 % Hispanic or Latino, 9.3 % White, 5.1% African American, 4.7% Filipino, 3.4 % Asian, 0.6% Pacific Islander, and 0.2 American Indian. Currently, 118 Special Day class students receive Special Education services, and 503 students are designated English Language Learners. JFK also has 104 designated Gifted and Talented (GATE) and 122 students enrolled in the School for Advanced Studies (SAS).

Data analysis indicates that over the past three years, Kennedy has experienced a decrease in its white racial subgroup, and an increase in our Latino racial subgroup. This demographic shift reflects the current trends of the LAUSD and the San Fernando Valley. Although Kennedy was built to be a truly integrated school, it is understood that some of the white students living within our attendance boundaries go to private schools, charter schools, magnet schools, or obtain the attendance permits needed to enroll in the

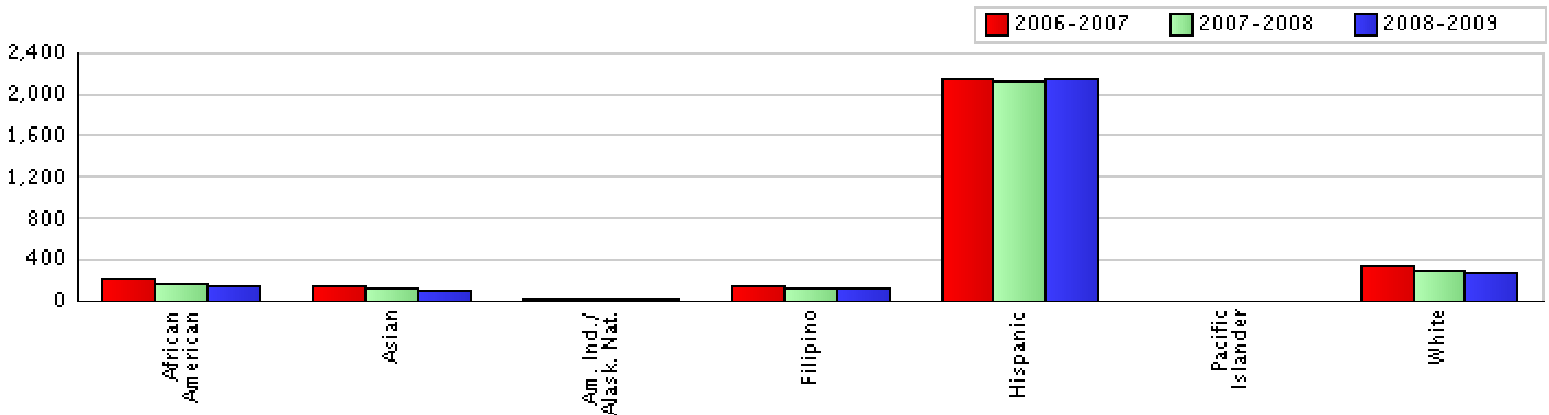
WASC 2009

neighboring districts of William H. Hart Unified and Valencia Unified. In addition, for the first time in 30 years, LAUSD has built several new schools throughout the Los Angeles areas and the San Fernando Valley, giving parents and students the option to attend a new school closer to their residence.

Fall Norm Day Student Enrollment by Ethnicity for September 2008



Fall Norm Day Enrollment by Ethnicity for Three Years



Socio-Economics

Free/Reduced Lunch Eligibility

John F. Kennedy High School was designated a Title I school during the 2002 school year. In 2008-09, 53.8% are taking part in the free or reduced lunch program. The school's Title I status is school-wide, thus allowing all students to receive Title I services. The number of Title I students has remained relatively stable over the past two years. The socio-economic status of the remaining student-body is widely varied, ranging from lower middle class to upper middle class backgrounds. Title I funding has supplemented our instructional program by providing teachers and staff with the resources to address the achievement gap within our student-body. The Title I program funds a number of important additional services such as a part-time Title I coordinator, part-time Title I assistant, two Parent Center representatives, as well as our school nurse who is paid partially out of Title I, library assistant, college center assistant, and photocopy machine operator. In addition, the Compensatory Education Advisory Committee (CEAC), an elected body of Title I stakeholders, meets monthly to review the school's academic progress and make recommendations to the School Site Council (SSC). Additionally, after data examination is used to prioritize instructional needs, our Title I Single Plan for Student Achievement is amended and submitted to the SSC for approval.

The data below demonstrates the parent education level of our students. Only 29% of the students' parents who responded did graduate from high school; a slightly smaller percentage -- 28% -- did not. The most noticeable difference was the decline in the

WASC 2009

percentage of parents with a college education. In 2004, 23% of parents indicated that they had a college education, compared to only 16% now.

Parent Education Level

	2007-08	2006-2007	2005-2006	2004-2005
Percentage with a response*	58%	53%	49%	45%
Of those with a response:				
Not a high school graduate	28%	25%	25%	27%
High school graduate	29%	28%	26%	24%
Some college	23%	24%	22%	20%
College graduate	16%	19%	22%	23%
Graduate school	4%	4%	5%	6%

Kennedy is responding to this data by placing more focus on educating our students about graduation requirements and college admission. Our College Center personnel work with the Parent Center, CEAC, ELAC, and the SSC to provide students and parents with information on post-secondary high school options. This includes workshops on college admission and financial aid. Our College Center has also developed partnerships with Pierce College, Mission College, and California State University Northridge. Both Pierce and Mission offer college-level classes after school and on weekends at Kennedy. In addition, guest speakers from other college campuses regularly visit Kennedy.

Free/Reduced Lunch Status

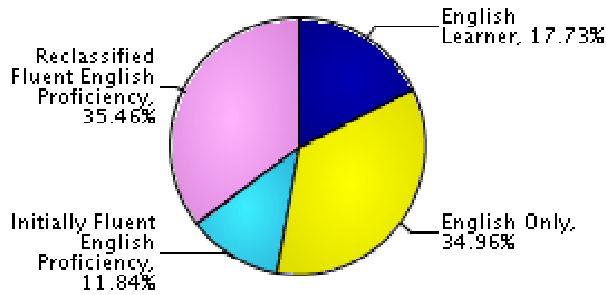
Year	# of Students	% of Enrollment
2008-09	1,652	53.8%
2007-08	1,721	54.6%

2006-07	1,785	54.4%
2005-06	1,997	59.6%

English Language Learners

John F. Kennedy High School takes pride in its ethnic diversity. In a 2007 student survey, conducted by Indiana University, 59% of students indicated that they felt confident on campus. In a faculty survey administered in 2008, 78% of teachers either “agreed” or “strongly agreed” that our students are taught about respect for diversity. Students at Kennedy speak 28 different languages. Predominant among these are Spanish, Tagalog, Armenian, Korean, and Arabic. Our part-time Bilingual Coordinator, two part-time classified staff members and four teaching assistants provide services for 503 English Language Learners (ELL), which include 114 English as a Second Language (ESL) students. All ESL students participate in a Structured English Immersion Program. The state-mandated High Point Program and California English Language Development Test (CELDT) are used for the placement and assessment of ESL students. All English Learners receive access to the core curriculum through “sheltered” classes implementing “Specially Designed Academic Instruction in English” (SDAIE) strategies in English, mathematics, social studies, and science. ELL’s who have exited the ESL program, but have performed at a level 3 or below on the CEDLT, are given additional intervention in an English Language Skills (ELS) class. In recent years, we have witnessed a decline in our ESL population, which may be attributed to early redesignation, political factors, economic factors, and shifting demographics. During the 2007-2008 John F. Kennedy High School redesignated 17.7% of EL students. ***This rate of redesignation was the highest in LAUSD’s Local District I and higher than that of the State.***

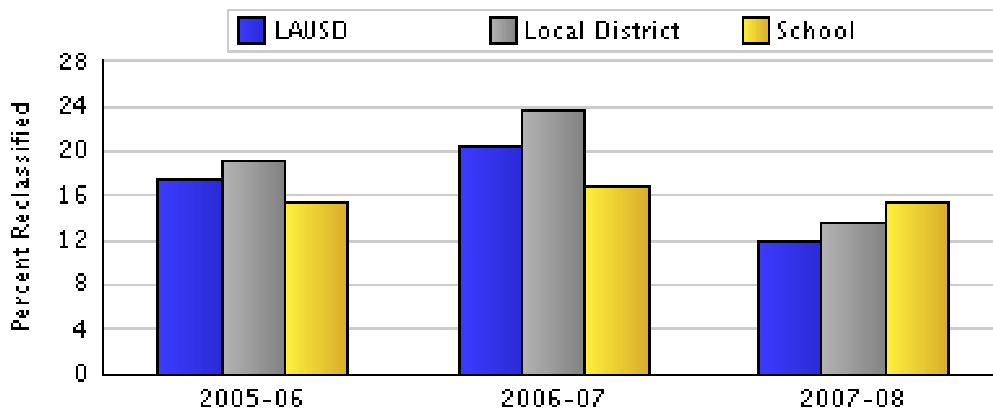
Language Classification of Students 2008-09



Primary Language Other Than English 2008-2009

Language	Language Totals	
	English Learners	Others
Albanian	0	3
Arabic	5	19
Armenian	3	23
Bulgarian	0	1
Cambodian	0	3
Cantonese	0	4
German	1	0
Gujarati	0	1
Hindi	0	6
Italian	0	1
Japanese	1	3
Korean	15	27
Kurdish	0	1
Mandarin	3	2
Melanesian	0	2
Other Chinese	0	3
Portuguese	1	1
Punjabi	5	6
Romanian	0	1
Russian	2	2
Sinhala	0	1
Spanish	352	1262
Tagalog	6	57
Thai	1	9
Urdu	1	2
Vietnamese	1	4
Visayan	1	3
Yoruba	1	0

Reclassification Rates by Academic Year



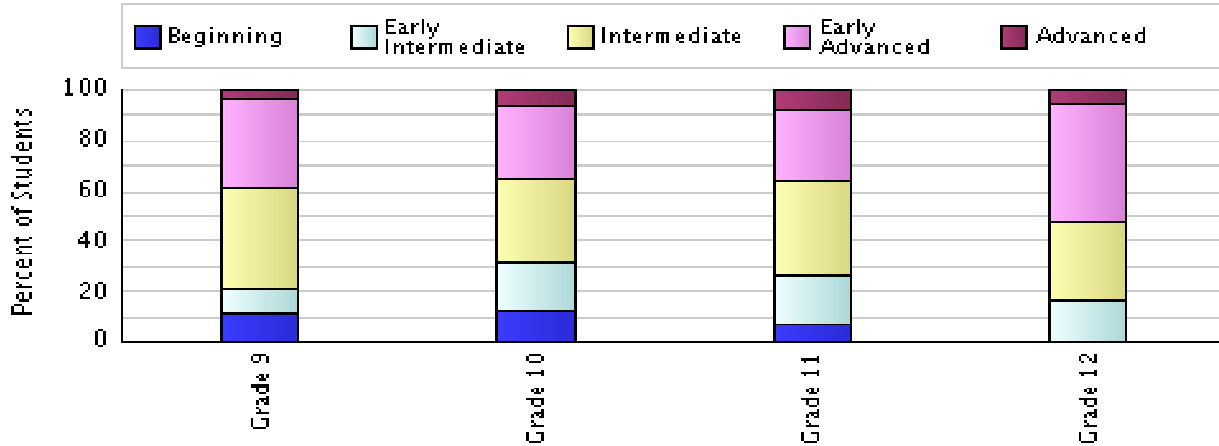
CELDT Test Results by the Number of Students at Each Grade Level

The data shows that 40% of our English Language Learners are performing at the “Proficient” and “Advanced” levels. However, 37% of students are performing at the “Early Advanced” level alone. The redesignation of English Language Learners remains

1. Overall Proficiency					
A. 2007-08					
Grades	9	10	11	12	Total Tested
Advanced	7	7	12	2	28
	4%	5%	10%	4%	6%
Early Advanced	62	43	40	20	465
	37%	30%	33%	44%	34%
Intermediate	71	52	41	15	179
	43%	36%	33%	33%	37%
Early Intermediate	16	26	21	8	71
	10%	18%	17%	18%	15%
Beginning	10	7	9	0	36
	6%	12%	7%	0%	8%
Number Tested	166	145	123	45	549
	100%	100%	100%	100%	100%

a top priority for the Kennedy High School staff. Greater efforts are put in place within our Action Plan to help increase the level of redesignation among our ELL students, as well as their performance on the CAHSEE and CST. Clearly, the needs of these students remain an area of growth.

CELDT Results by Grade Level



Special Programs

Special Education

More than 118 students are receiving Special Education services based on the service delivery model that uses the Resource Specialist Program Collaborative. Students in Special Education are placed in one of the following programs: Resource Program (RSP), Special Day Learning Disabled Program (SLD), Special Day Autism Program (AUT), or the Community Based Instruction Program (CBI) as stated in their Individual Education Plan (IEP). The faculty serving our Special Education students, aside from the Special Education Coordinator, include 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. Under an

inclusion program instituted in 2006, special education teachers, along with general educators, began working collaboratively to develop strategies that support and increase the skills of students with disabilities as they participate in mainstream courses. In addition, students with special needs have access to the current Smaller Learning Communities (SLC's) and to our curriculum, albeit with appropriate modifications.

Advancement Via Individual Determination (AVID)

The nationally praised Advancement Via Individual Determination (AVID) program supports "underrepresented minority students" who demonstrate the motivation and potential to attend a college or university. Currently, 103 AVID students in grades 9 through 12 attend weekly tutorial groups, learn note-taking and other study skills, utilizing AVID instructional strategies. Students also benefit from mentoring gained by remaining with the same AVID teacher and counselor for four years. Students also take part in field trips to various colleges and universities. The goals of AVID are to give students college entry skills, motivate students to seek a college education, and increase students' career awareness. JFK has received continued recognition for its AVID program and is approaching the level necessary to become a demonstration site.

School for Advanced Studies/ Gifted and Talented Education (GATE)

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. Recently, Kennedy has expanded its AP course offerings by implementing the Los Angeles Virtual Academy (LAVA). LAVA enables students to enroll in on-line AP classes that they would not otherwise be able to access to in a traditional school setting. The SAS curricular opportunities support students as they

WASC 2009

prepare for admission to the UC system and private colleges. Students graduating from the Kennedy SAS program have been competitive with students throughout the district, and top students have been accepted to a number of top tier universities throughout the United States. The SAS counselor and college counselor provide advisement to ensure that students are prepared to meet their post-secondary goals.

Smaller Learning Communities

Kennedy is embarking on a full organizational restructuring into Smaller Learning Communities (SLC's), an exciting transition aimed at providing students more personalization on this large campus and a greater concentration on career paths during high school. This need was clearly reflected in our student survey, in which only 42% of students felt an adult on the Kennedy campus knew them well. Our journey into SLC's began as early as 1998 with the origination of the Multilingual Teaching Academy (now known as the Teaching Careers SLC). In 1999, our magnet school opened. The Magnet school has expanded beyond its initial architecture and urban planning focus to now include digital arts and film production. A Freshman Academy, recommended by the 2006 WASC visiting committee as an area for improvement, started its second year in the fall of 2008. The Biomedical, Health & Fitness Academy has been in place since 2005. In fall 2008, two additional smaller learning communities started the implementation process: a "Leadership Academy," for students interested in public service professions, and a performing arts academy known as Digital Arts, Design and Dance, Recording Arts and Sciences, Entertainment Arts, Music, Screen and Theater (D.R.E.A.M. S.T.) Academy. The enrollment of students in SLC's is based solely on student choice, with equity and access to all.

Architecture, Digital Arts, and Film Production Magnet

The John F. Kennedy Architecture and Digital Arts Film Magnet provides an interdisciplinary curriculum exploring the complexities of art through the mediums of architecture, digital imaging, and film. Students are provided with a multifaceted experience, which includes individual and group projects, field trips, contests, and computer simulations. The academic and job-related skills emphasized in the program are critical thinking, print and electronic literacy, fiction and non-fiction writing, visual presentation, public speaking, and collaboration. Students who want to attend the Architectural, Digital Arts, and Film Production Magnet, part of the LAUSD Magnet program, apply through and are admitted by the LAUSD Office of Integration. The Magnet Program has an enrollment of 368 students that spans all four-grade levels. Students are provided with multifaceted experiences, which include individual and group projects, guest speakers, field trips, contests, and computer simulations.

Freshman Transition Program/ Link Crew

The Freshman Transition Program at Kennedy High School, also known as the Freshman Academy, is designed to build a small community atmosphere within a large high comprehensive high school. All freshmen, with the exception of Magnet students, are enrolled in the Freshman Transition Program. This program, with an enrollment of over 700 students, seeks to reform the existing high school structure by providing the personalization needed to better insure the academic success of freshmen students. At the end of their freshman year, students select the SLC they will join for grades 10-12.

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. Link Crew members visit freshmen homerooms on a weekly basis and also host lunch or after-school activities promoting sportsmanship and teamwork. Additional social events organized by the Link Crew for freshmen students include the Freshman Tailgate Party, Turkey Bowl, March Madness, and the Movie Matinee. Link Crew also organizes all

WASC 2009

student activities during Freshman Orientation, held prior to the start of the school year. Recently, the Link Crew was recognized by Local District I for caring for 220 students evacuated from Frost Middle School during the fall, 2008 Porter Ranch fire. Kennedy's Link Crew has also been recognized District-wide as a model program.

Freshman Summer Program

The Summer Transition Program, developed because data indicated that 9th graders were performing poorly in their first year of high school, last summer enrolled 200 who had scored "below basic" and "far below basic" in both English and mathematics on the CST's. During this summer program, students received support from a Summer Transition Coordinator and several teachers. This program provides an additional support system that helps increase our 9th grade students' chances of success in high school.

Teaching Careers Academy

This academy, with 250 students from grades 10 to 12, provides a small environment for students who wish to explore careers in teaching, childcare, or other related fields. Students in the program take part in a rigorous and relevant college preparatory curriculum. Courses students take include four years of English, three years of foreign language, four years of math, four years of science, three years of social studies, child development, and exploratory teacher training with hands-on experience. In the Careers with Children Class, students learn to become pre-school aides or teachers. Students can also earn a certificate verifying over 300 hours of work with young children. The Teaching Careers Academy provides a variety of services to the campus and community. This includes, but is not limited to, free high blood pressure testing.

Digital Arts, Design and Dance, Recording Arts and Sciences, Entertainment Arts, Music, Screen and Theatre (D.R.E.A.M.S.T.) Academy

The D.R.E.A.M.S.T. Academy, beginning in 2008 with an enrollment of 167 students, is a collaborative effort that focuses on both the visual and performing arts. Its initials stand for Digital arts, design, and dance; Recording arts and sciences; Entertainment, Art, Music, Screen, and Theatre. The academy integrates the technical fields that are intertwined with the production side of the visual and performing fields. Skills students acquire in this program include, but are not limited to script writing, music composition, video editing, digital graphics, sound engineering and editing.

Biomedical, Health & Fitness (BHF) Academy

The BHF Academy, with an enrollment of 250 students, and is a school within-a-school program that allows students to begin exploring careers in the BHF field while receiving a high school diploma. BHF students benefit from a strong academic program, a small community atmosphere, focused curriculum, and hands-on training. Students often perform science experiments, work with staff at local health facilities, and research topics at local university libraries. Students also receive additional support in the form of tutoring services, career advice, assistance with college and financial aid applications, and in the future, possible mentoring opportunities at USC Med-COR.

Leadership Academy (LA)

The Leadership Academy, set to begin in 2009-10, will focus on building student leadership skills. Through a wide range of experiences, students will be college-prepared and career-ready as well as empowered and encouraged to become leaders in their families, communities, and careers.

Attendance

WASC 2009

According to the data, our attendance rate has increased over the past three years from 90.75% to 94.90%. We are continuing to strive for increased student attendance. During the 2005-06 school year, Kennedy High School instituted the district-mandated “Integrated Student Information System” (ISIS). The ISIS program, an Internet-based, period-by-period student attendance reporting system, offers teachers essential information on each of their students. In order to continue our improvements and ensure that all students are attending school regularly, we have a part-time Pupil Services Counselor (PSA) on our staff, and have established strong relationships with local law enforcement to cite students who are truant or loitering in the community.

In order to increase period-by-period attendance, we instituted “tardy sweeps” and have maintained a tardy room that is managed by an Attendance Dean. The Attendance Dean counsels students and contacts parents when necessary. The Attendance Dean also provides tutoring for students in basic reading and writing skills. This has resulted in a *decline in tardies* as the year progresses. In addition, our Diploma Project Advisor (DPA) and Pupil Service and Attendance (PSA) Counselor, who have been given the necessary training to conduct home visits, work closely with students not on track to graduate or who are at risk of dropping out. We speculate that our reorganization into SLC’s and the increased personalization and accountability they provide, will lead to an even higher attendance rate.

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%

Suspensions and Expulsions

Kennedy provides a disciplined learning climate for all students. Statistics indicate an increase in the number of suspensions, but a *decrease in the number of expulsions over the last three years*. The data shows a drop in violence, but an increase in “willful defiance.” Kennedy has a rate of suspensions that is higher than the district. This was partly due to issues that resulted in conflict between ethnic groups of students from various communities on campus. During the 2006-07 school year, ethnic tensions resulted in two campus lockdowns. We have identified as one of our critical areas of growth, the need to continue to research and address ways to increase tolerance for diversity. Despite the tensions that may arise, a survey revealed that 62% of students feel safe, confident, and secure. In our faculty survey, 96% of teachers “agreed” or “strongly agreed” that the school works hard to ensure a safe campus. Three deans, five campus aides, a District Youth Relations staff member, two LAUSD school police officers, and a strong relationship with local law enforcement help support the Kennedy discipline policy.

The next two charts will show the school’s suspensions and expulsions, compared to those of the District, followed by the number of Kennedy suspensions by reason:

WASC 2009

Number of Suspensions Shown by Reason	04-05	05-06	06-07	07-08
ASSAULTED/BATTERED SCHOOL EMPLOYEE		1		1
DAMAGED PROPERTY	21	15	17	17
DISRUPTION/WILLFUL DEFIANCE	209	255	328	380

DRUG PARAPHERNALIA	3	4	7	5				
HAD CONTROLLED SUBSTANCE/INTOXICANT	10	12	10	10				
HAD UNDER 1 OZ. MARIJUANA - 1ST OFFENSE	2	3	6	10				
HARASSED/THREATENED/INTIMIDATED PUPIL	7							
HARASSED/THREATENED/INTIMIDATED WITNESS	1							
HATE VIOLENCE	2	2						
IMITATION FIREARM	1							
KNIFE/EXPLOSIVE/DANGEROUS OBJECT	2	4	7	3				
OBSCENITY/PROFANITY/VULGARITY	33	9	8	2				
RECEIVED STOLEN PROPERTY	2	1						
ROBBERY/EXTORTION	1	1						
SEXUAL HARRASSMENT	11		2	2				
SOLD CONTROLLED SUBSTANCE	9							
STOLE/ATTEMPTED TO STEAL PROPERTY	17	15	6	3				
SUBSTITUTE SUBSTANCE/INTOXICANT	3			8				
TERRORIST THREAT		1						
THREATENED/ATTEMPTED/CAUSED INJURY	97	127	93	70				
TOBACCO	2		1					
WILLFUL USE OF FORCE/VIOLENCE	1							
ALL SUSPENSION REASONS	434	450	485	485				
# Suspensions	434	450	485	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%	*

Completion Rate

The dropout rate is determined by the number of students who do not complete high school in a period of four years. Students who do not complete high school in four years are considered, by the state of California, to be dropouts. This includes students enrolled in Special Education or English as a Second Language (ESL) programs. These students are legally allowed to remain in high school for up to seven years, or until age 21, but are considered dropouts if they do not graduate from high school in four years. In addition, students who check out of a school, and enroll in a new school, must have their official transcripts requested by the new school. If such transcripts are not requested, the student is considered a dropout. This complicated process increases the likelihood of human error. Whether this data represents improved success of students or improved clerical procedures needs to be examined. *However, the percentage of Kennedy dropouts has declined, from 19.8% in 2005-06 to 16.9% in 2006-07.*

Kennedy High School is working assiduously to raise the number of students who graduate by providing students with intervention programs such as the creation of the Freshmen Academy, periodic review by counselors of student Individualized Graduation Plans (IGP), and the implementation of smaller learning communities. Kennedy also has added human resources such as a Diploma Project Advisor (DPA), an Attendance Dean, and a Pupil Service and Attendance (PSA) counselor. Our DPA and PSA provide students, who are behind academically with counseling about the options needed to attain a high school diploma. Many of our students, to regain credits, enroll in continuation school or adult school. The majority of these students attend the Jane Addams Continuation School or San Fernando-Kennedy Adult School on campus. Students who get back on the diploma track are given the opportunity to return to Kennedy and graduate with their classmates. During our homeroom period, known as “Cougar Time,” our teachers review graduation requirements with students. In our faculty survey, 78% of teachers indicated that they used homeroom to counsel students and keep them aware of

these requirements. Even so, providing students with easy access to the academic counseling services is an area.

12th Grade Enrollment & 12th Grade Graduates

	Grade 12 Enrollment	Graduates
2006-07	659	580
2005-06	598	548
2004-05	556	505

Drop Out/Graduation Rates from 2004-2008

	2004-05	2005-06	2006-07	2007-08
Graduation Rate	80.2	79.5	83.1	*
Drop Out Rate	19.8	20.5	16.9	*

2007-2008 Graduation Rate for 2007-08: Not Available Pending Fall CAHSEE Submission

Student Performance & Accountability

California High School Exit Exam (CAHSEE)

John F. Kennedy High School is proud of its CAHSEE performance. Our cumulative pass rate for 2007/2008 is 76%, but that number is a bit misleading. This rate includes all students who took the exam during the year, which includes all the students in 11th and 12th grade who did not pass the exam previously. *Looking solely at our 10th grade, first time test-takers, 79% of our students passed the Math portion and 77% passed the English Language portion of the exam. Looking at our senior class, 26 students failed to graduate with a diploma because of the CAHSEE requirement, but most of these students received a Certificate of Completion based upon eligibility in their Individual Education Plan. We are also pleased with the success of our intervention programs, with 80% of our students who completed the after-school intervention classes being successful on the next administration of the exam.* However, when one examines the data closely, the

WASC 2009

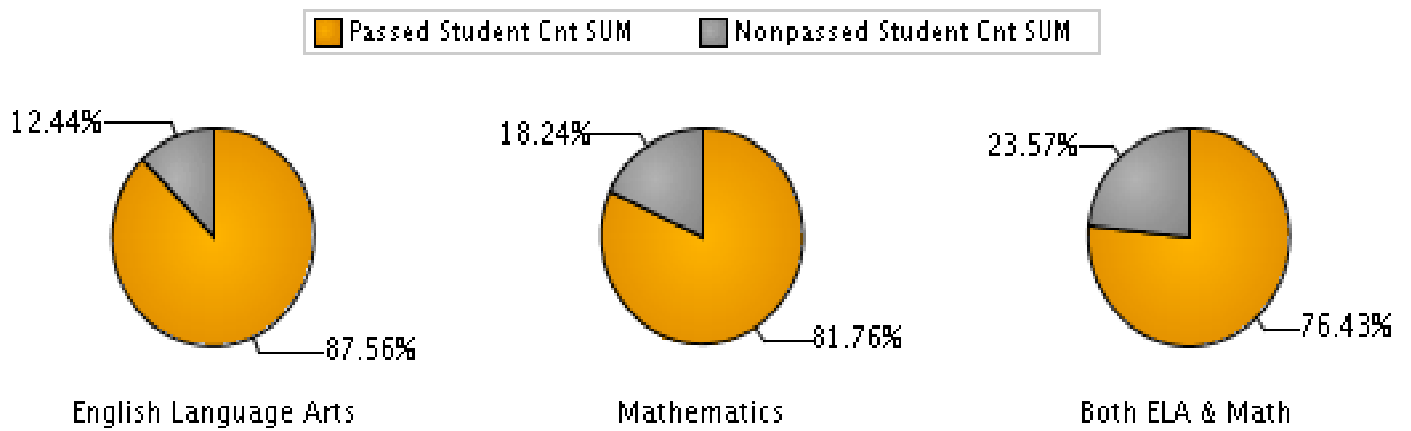
percentage of students passing the CAHSEE over the three previous years has slightly decreased. The percentage of African Americans and Special Education students passing the CAHSEE has also dropped. However, these students have made some gains in mathematics. Although higher than that of their African American and Latino counterparts, Asian and white student scores also experienced a decline. The group labeled “Economically Disadvantaged” is performing at a better rate than that of their “Non-Economically Disadvantaged” counterparts in both English and math. The English CAHSEE scores show lower scores in 2008 than math, a situation paralleled in the CST scores. *Overall, the CAHSEE data demonstrates an achievement gap present at Kennedy.* We must increase student achievement at JFK, especially among selected subgroups, among our critical areas of academic need. We will be addressing this topic throughout the self study, especially in the Chapter 5 Action Plan.

We are making efforts to increase the CAHSEE pass rate for all of our students. Students are offered after-school tutoring through the Beyond the Bell Program. In addition to this, Kennedy seniors who have failed the CAHSEE enroll in CAHSEE “Boot Camp.” An intensive intervention program, the camp pulls 12th grade students out of their classes to participate in CAHSEE preparation two weeks prior to the exam. In addition, 11th and 12th grade students in need of support enrol in CAHSEE English and math intervention courses. The Beyond the Bell Coordinator holds assemblies to encourage students to take part in our after-school CAHSEE preparation program. Administrators also visit all 10th grade homerooms to answer and questions or concerns that students have about the CAHSEE. our Parent Center and DPA provide parent workshops to inform parents of the CAHSEE’s importance. Such efforts and programs, combined with CAHSEE instructional strategies implemented in English classrooms, are expected to increase the CAHSEE pass rate among our students.

The data below show the cumulative pass rates, and the percentage of passing CAHSEE each year by ethnic group, gender, and sub-groups. Additional data is in the appendix.



California High School Exit Exam (CAHSEE) Cumulative Pass Rate 2007-08

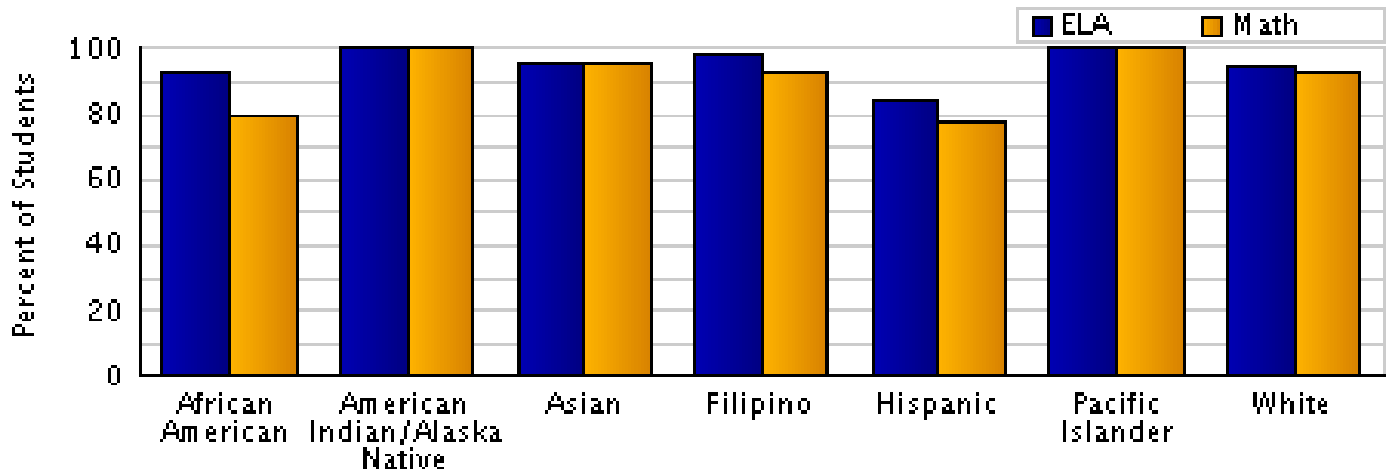


CAHSEE Cumulative Pass Rates for Grade 10-12 by Ethnicity





WASC 2009



Percent of Students from 2005-2008 Passing CAHSEE Each Year



WASC 2009

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

California Standards Test (CST)

The California Standards Test (CST) outlines student performance in relation to the state content standards as reported by performance level. Results from the CST indicate that a portion of students are achieving at proficient or above in the four subject areas tested. *Scores in English Language Arts have remained stable over the past three years, and while slightly above the District, remain below those of the state. Scores in mathematics are below both the District and the state, while scores in Social Studies are above the District and below the state, and the scores in Science are below both those of the District and the state.* The data also reveals a significant disparity in the achievement level between our African American and Latino population and that of other subgroups, especially in the areas of mathematics and English Language Arts. All teachers have been given reports containing individualized testing scores for all students. Teachers have also utilized professional development to examine student data and share best practices. In

WASC 2009

addition, LAUSD has mandated Periodic Benchmark Assessments in all core subjects, which include: Algebra, Geometry, English 9, English 10, Biology, Chemistry, and World History & United States History (2009-2010). LAUSD has trained all core teachers on the administration of the Benchmark Periodic Assessments. Once the assessment is administered, the answer documents are then sent to Princeton Review, which then calculates the data and makes it available to teachers on the LAUSD website. The District has also designated specific professional development dates for the analysis of student data generated from the Periodic Benchmark Assessments. Teachers then use the data to modify their instructional practice and discuss best practices. Again, raising test scores as an indicator of increased student achievement for selected subgroups remains our top instructional priority.

CST-All Students

This table displays the percent of students achieving at the proficient or above level

YEARS	KENNEDY SENIOR HIGH				LAUSD				California			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
ENGLISH LANGUAGE ARTS	35.6	35.5	40.1	35.6	24.3	25.7	27.5	30.7	40	42	43	43
MATH	17.2	15.9	19.2	19.5	15.6	17.2	16.9	20.2	38	40	40	21
SCIENCE	21	19.4	23	20.4	10.4	16.4	19.2	24.5	27	35	38	35
SOCIAL SCIENCE	32.8	25	31.4	26.8	19.7	20	19.6	22.8	32	33	33	35

CST Fig. 2; Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced levels

	African American	AMERICAN INDIAN	ASIAN	FILIPINO	HISPANIC	PACIFIC ISLANDER	WHITE
ENGLISH LANGUAGE ARTS	30.3	57.1	52.1	55	31.9	0	49.1
MATHEMATICS	9.4	25	35.2	25.5	17.2	0	31.9
SCIENCE	16.1	25	37.8	33.6	17.3	0	32.1
SOCIAL SCIENCE	26.2	50	45.9	32.9	23	50	38.8

Additional CST data is located in the appendix.

Accountability

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measurement of the academic achievement and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Kennedy met API growth targets in 2006-2007, experiencing a dramatic 17-point increase. In 2007-08, positive gains were demonstrated by two of our subgroups. Students labeled “Socio-economically Disadvantaged” increased by 2 points, while our Special Education students made a 13-point gain. However, the 2007-08, API growth dropped 7 points overall, and the school failed to meet its growth target. Subgroups that showed significant declines were African Americans (-27), Whites (-33), and English Learners (-2). The Latino subgroup showed no change. Declines in these subgroups indicate the achievement gap at Kennedy is not confined to groups traditionally considered disadvantaged. We are addressing this issue in both our Single Plan and our WASC Action Plan.

Current API Report, 2007-08

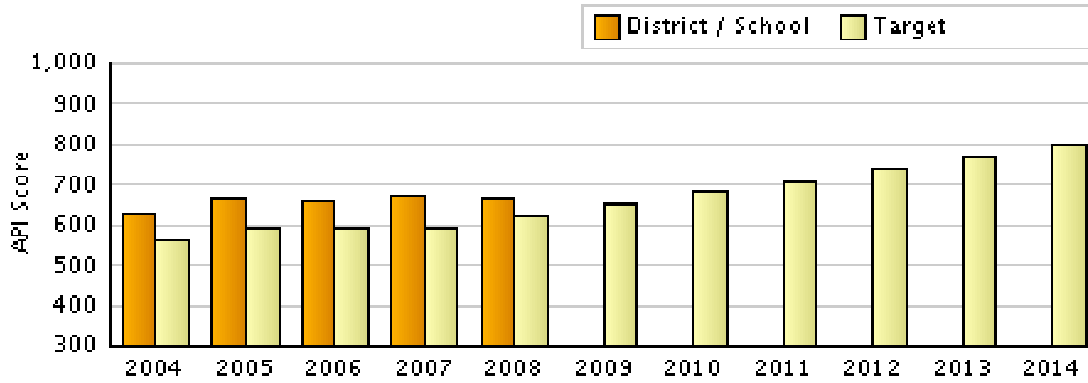
2. Current API Growth Report, 2007-08							
Number of Students	API				Met 2006-07 Growth API Target		
	2008 Growth	2007 Base	2007-08 Growth Target	2007-08 Growth	Schoolwide	Comparable Improvement (CI)	Both Schoolwide and CI
2175	665	672	6	-7	No	No	No

Current API Report, 2006-2007

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

API as an Additional Indicator

The API-as an Additional Indicator chart shows that despite the decline in test scores in 2008, JFK continues to remain above the API target.



Current API Growth Report, Subgroups 2007-2008

Subgroups	Number of Students	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2008 Growth	2007 Base	2007-08 Growth Target	2007-08 Growth	
African American	113	Yes	632	659	7	-27	No
American Indian	12	No					
Asian	87	No		805			
Filipino	106	Yes	754	755	5	-1	No
Hispanic or Latino	1630	Yes	647	647	8	0	No
Pacific Islander	2	No					
White (not of Hispanic origin)	225	Yes	726	759	5	-33	No
Socioeconomically Disadvantaged	1420	Yes	657	655	7	2	No
English Learners	904	Yes	592	594	10	-2	No
Students with Disabilities	223	Yes	478	465	17	13	No

API Ranks-Three-Year Comparison

This table displays the school's statewide and similar schools API ranks in a ranking of 1 to 10. The similar schools API ranking reflects how a school compares to 100 statistically matched schools with comparable socio-economics and demographics, as well as other factors. A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools. JFK's school rank has fluctuated from a 5 in 2004 to our current ranking of 6 in 2007.

	2004	2005	2006	2007
API BASE	626	665	655	672
Similar Schools Rank	5	7	6	6
Statewide Rank	4	4	3	4

Adequate Yearly Progress (AYP)

The Federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-Language Arts (ELA) and Mathematics
- Percent proficient on the state's standards-based assessments in ELA and Mathematics
- API as an additional indicator
- Graduation rate

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet performance objectives, districts and schools must improve

WASC 2009

each year according to set requirements. A “No” in the following table displays the Overall AYP status and indicates that the AYP was not met for all students and all subgroups. *The 2007-08 data demonstrates that we met 16 of 18 of our AYP criteria.* A closer examination of the data reveals that we failed to meet our AMO’s in English Language Arts and mathematics, specifically among our English Language Learners (ELL’s). This further demonstrates our achievement gap and will be addressed in our Action Plan.

Adequate Yearly Progress (AYP) Criteria Summary 2007-2008

	Met AYP
Participation Rate	Yes
Percent Proficient AMO's	No
API as Additional Indicator	Yes
Graduation Rate	Yes

Performance Adequate Yearly Progress (AYP) 2004-08

	2007-08	2006-07	2005-06	2004-05
Made AYP	No	No	Yes	Yes
Met AYP Criteria	16 of 18	18 of 21	26 of 26	n/a
ELA Participation Rate	Yes	No*	Yes	Yes
Math Participation Rate	Yes	No*	Yes	Yes
ELA Percent Proficient	No**	Yes	Yes	Yes
Math Percent Proficient	No**	No*	Yes	Yes
Academic Performance Index (API)	Yes	Yes	Yes	Yes
Graduation Rate	Yes	Yes	Yes	Yes

*2006-2007 Special Education Subgroup **2007-2008 EL Subgroup

Percent Proficient—Annual Measurable Objectives (AMO’s), 2008

10th Grade CAHSEE Administration

Groups	English-Language Arts : Target 33.4% Met All Percent Proficient Rate Criteria? Yes					Mathematics: Target 32.2% Met All Percent Proficient Rate Criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	Alternative Method
Schoolwide	734	323	44	Yes		734	352	48	Yes	
African American or Black (not of Hispanic origin)	47	15	31.9	--		46	18	39.1	--	
American Indian or Alaska Native	3	--	--	--		3	--	--	--	
Asian	37	18	48.6	--		36	28	77.8	--	
Filipino	41	27	65.9	--		40	26	65	--	
Hispanic or Latino	528	217	41.1	Yes		530	231	43.6	Yes	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	78	45	57.7	--		79	48	60.8	--	
Socioeconomically Disadvantaged	505	209	41.4	Yes		504	231	45.8	Yes	
English Learners	278	58	20.9	No		278	79	28.4	No	
Students with Disabilities	80	7	8.8	--		81	5	6.2	--	

Student Performance in Academic Subjects

Kennedy teachers are dissatisfied with the number of failing grades students receive in core academic classes. The percentage of C's and above seem to remain consistent among the four core subject areas, with the exception of mathematics, where fewer students received grades of "C" or above across all four grade levels. In addition, the English Department reported the highest number of students with a grade of "C" or above among the core subjects. Because of the generally static grade results, departments are exploring and implementing a number of strategies to improve student performance across the curriculum. The overall passage rates for CAHSEE on both the English and math portions are higher than the number of D's and F's, indicating that factors such as attendance or completion of assignments must be considered in any analysis of these grades. However, departments have seen a connection between students in subgroups who failed to perform at high levels in class and students who received lower scores on

the CST. This topic has been, and will continue to be a subject of discussion and professional development.

To improve student achievement, Kennedy expanded its after-school tutoring program, adding science and social science in 2007. Kennedy is making efforts to better communicate with parents with the implementation of the “Tele-parent” the last two years and “Connect-ED” program this year. This program sends recorded messages from a teacher and administrative staff to parents. In addition, intervention classes have been embedded into the master program during the instructional day. Furthermore, the Parent Center makes efforts to inform parents of their child’s academic progress by offering informative workshops that focus on promoting the academic success of children. As a Program Improvement 1 school, JFK is also allocating the needed resources to expand our after school and begin our weekend intervention programs. These programs are expected to begin when we receive approval from both the District and the state.

A-G Requirements & Percent of “C’s” and “Above” 2007-2008

		ART	BILINGUAL-ESL	COMPUTER SCIENCE	ENGLISH	FOREIGN LANGUAGE	MATHEMATICS	MUSIC	SCIENCE	SOCIAL SCIENCE	THEATER ARTS
GRADE 9	A-G Enroll	577	34		1,672	558	1,368	137	1,390	596	154
	% C & Above	75.2%	29.4%		72.5%	71.9%	42.3%	62.0%	52.7%	57.2%	62.3%
GRADE 10	A-G Enroll	433	44	1	1,572	1,023	1,334	67	1,531	1,362	27
	% C & Above	79.0%	54.5%	0.0%	61.1%	75.3%	49.6%	80.6%	54.9%	62.8%	51.9%
GRADE 11	A-G Enroll	661	70	1	1,446	781	1,017	69	1,247	1,477	43
	% C & Above	80.0%	57.1%	100.0%	74.5%	78.9%	47.1%	82.6%	63.2%	66.1%	83.7%
GRADE 12	A-G Enroll	706	10	4	1,278	276	449	50	591	1,298	64
	% C & Above	85.4%	20.0%	100.0%	83.6%	83.7%	55.5%	96.0%	77.0%	77.0%	84.4%

Advanced Placement (AP)

John F. Kennedy High School offers 12 AP courses that are open to all students, of whom over 300 took the May, 2008 exams. A little more than half of these students passed the exams with a score of 3 or higher. The data also demonstrates a disparity among the ethnic groups taking AP examinations. The 92 Asian and Filipino student test takers represented a higher percentage than that of their representation within the entire student body. White students numbered 39 of the test takers. Latinos made up 175 test takers, and African Americans were considered "Null." For the school overall, the number of participating students has decreased from 499 in 2005-06 to 306 in 2007-08. However, in fall, 2008 this figure rose to 333. In addition, the percentage of students passing Advanced Placement examinations with a score of 3 or above has increased by 8%. *The data also shows that the achievement gap within Advanced Placement classes is narrowing, with 88% of African Americans and 82% of Hispanic students earning a grade of "C" or above, compared to 88% of Asian and 87% of white students.* Access to Advanced Placement courses increased during this 2008-2009 academic school year with the introduction of our Los Angeles Virtual Academy (LAVA) classes. In the 2008-2009 school year, five additional LAVA Advanced Placement classes were in place during the fall semester serving 14 students. This increased number of online courses will result in a more opportunities for students to take the Advanced Placement examinations during the 2008-09 school year. As we continue to address closing the of the achievement gap and continue to implement our SLC's, we fully expect an increase in AP course offerings and enrollment.

Performance Advanced Placement 2005-2008

WASC 2009

Year	Grade 12 Enr.	Grade 11 + 12 Enr.	Number of Test Takers	Exams Scr=1	Exams Scr=2	Exams Scr=3	Exams Scr=4	Exams Scr=5
2007-08	609	1,406		81	68	81	57	27
2006-07	659	1,517	274	95	108	103	67	35
2005-06	598	1,382	304	149	139	95	72	53
2004-05	556	1,242	258	74	99	100	70	44

Percent of AP Courses Passed with a “C” or Above by Ethnicity

	Passed C Above	
	2007	2008
African American	75	88.89
American Indian/Alaska Native	100	75
Asian	88.3	89.01
Filipino	85.42	92.11
Hispanic	82.25	85.76
White	82.26	87.5

Advanced Placement Exams Taken and Passed by Ethnicity

	2005-2006		2006-2007		2007-2008	
	# Exams Taken	% with 3 or Above	# Exams Taken	% with 3 or Above	# Exams Taken	% with 3 or Above
African American	16	31%	24	54%	NULL	NULL
Asian	73	42%	72	51%	65	60%
Filipino	54	31%	36	42%	27	52%
Hispanic	260	49%	212	50%	175	51%
White	95	38%	54	52%	39	44%
All Students	498	44%	398	50%	306	52%

PSAT, SAT & ACT Examinations

Kennedy encourages all students to take the PSAT, SAT, and ACT exams. With LAUSD funding, Kennedy was able to administer the PSAT to all 10th graders starting the 2005-06 school year. While the number of students taking the test has thus increased, the percentage of seniors taking the SAT has remained below half. Scores on the new SAT, which now includes a written essay, remains well below that required for entry into top-level universities. The College Counselor's study of 12th grade scores in the fall of 2007 found that only 37% of students took the SAT, and of those, 76 achieved 500 or higher on the writing test, the score considered to signify college readiness. The low level of writing achievement can also be seen in the EAP (Early Assessment Program) from the California State universities, administered to 11th graders. *The percentage demonstrating college readiness rose from 6% in 2006 to 12% in 2007, but fell slightly in 2008 to 11%.* This issue is being addressed by utilizing the District's design lessons that include more opportunities for writing, and the 12th grade California State University-Early Reading and Writing Course (ERWC) that prepares students to read and write at the college level. In addition JFK offers our students college level courses through Pierce College and Mission College during after school hours and weekends.

Performance SAT scores

Year	Grade 12 Enr.	Number Tested	Percent Tested	Verbal Average	Math Average	Writing Average	VMW>=1,500 Number	VMW>=1,500 Rate
2007-08	609							
2006-07	659	246	37.33%	449	465	453	76	11.5%
2005-06	598	260	43.48%	453	466	451	74	12.4%
2004-05	556	203	36.51%	446	474	71	*	6%

WASC 2009

The data on the American College Testing (ACT) exam demonstrates that Kennedy ranked fifth among LAUSD high schools to show the greatest five-year gains in the test’s composite scores. This score rose from 18.9 at Kennedy during 2003-2004 to 20.5 in 2007-2008. The ethnic breakdown of this composite score for 2008 demonstrates that whites and Asian students exceeded the 20.5 composite, with 26.3 and 23.6 respectively, while African Americans scored 17.7, and Hispanics also scored an 18.6 composite score. While the percentage of students meeting college readiness benchmarks rose in most categories, the total percentage meeting all four benchmarks lagged behind that of the state, 17% to 28%. These figures indicate that JFK is making progress in raising student achievement, but also show a continuing achievement gap.

School	Year	Number of Students	English	Math	Reading	Sci. Reasoning	Comp. Score
Hollywood	2005-06	12	15.9	19.2	16.7	16.3	17.2
	2006-07	22	18.2	18.8	16.9	18.7	18.3
	2007-08	40	17.6	20.4	16.2	18.3	18.7
Huntington Park	2005-06	114	15.8	17.6	17	16.4	16.8
	2006-07	85	15	16.9	16.2	16.4	16.2
	2007-08	84	14.9	17	16.3	15.7	16.1
Jefferson	2005-06	86	13.8	16.3	16.1	16.2	15.7
	2006-07	35	14.8	17.1	15.8	16.9	16.2
	2007-08	37	14	17.4	16.2	14.8	15.7
Jordan	2005-06	41	13.5	14.7	14.7	15.5	14.9
	2006-07	32	16.2	17.8	17.8	17.3	17.3
	2007-08	83	14.7	15.7	15.7	15.9	15.7
Kennedy	2005-06	42	19.7	19.7	19.4	18.2	19.4
	2006-07	31	18.8	20.5	20.9	18.8	19.8
	2007-08	42	20	21.5	20.3	19.9	20.5

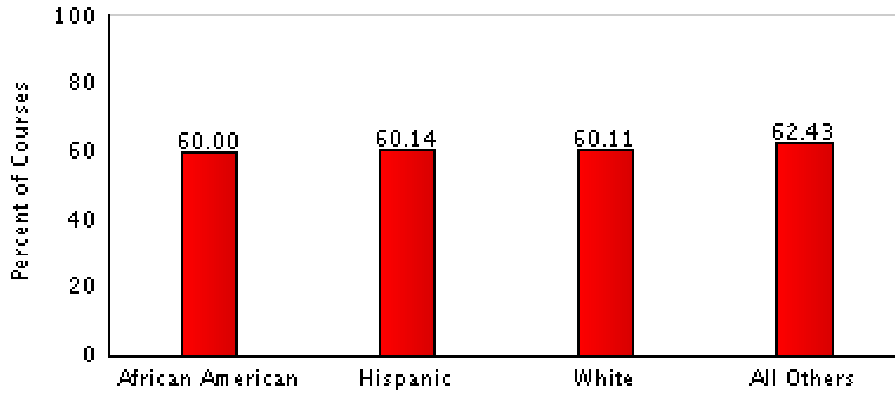
Three Year Number, Percentage, and Average Composite Score for ACT-Testing Graduates by Race/Ethnicity

	2006			2007			2008		
	N	%	Avg	N	%	Avg	N	%	Avg
All Students	42	100	19	31	100	20	41	100	20
African American	2	5	16.5	4	13	19	3	7	17
American Indian	0	0		0	0		0	0	
White	8	19	22	2	6	20	3	7	26
Hispanic	23	55	19	17	55	20	22	54	18
Asian/Pac. Islander	3	7	22	1	3	16	7	17	23
Other	6	14	17	7	23	19	6	15	22

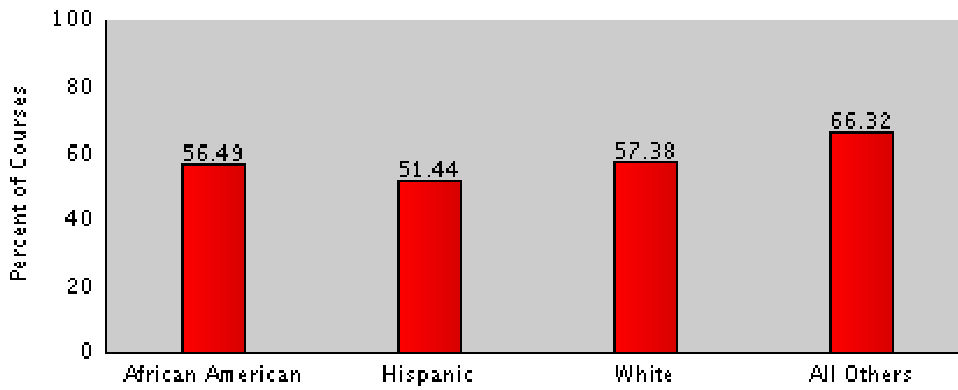
Post-Secondary Education Requirements

Kennedy prides itself on offering a rigorous, relevant, standards-based academic program for all students. Faculty and staff continue to work towards increasing the number of students who attend post-secondary educational institutions. Students have access to the District and State A-G courses, which are requirements for admittance to higher educational institutions. In a 2005 study conducted by UCLA entitled “The Impact of High School on Student Achievement within the Los Angeles Unified School District” researchers recognized Kennedy High School as one of the, “16 comprehensive high schools within LAUSD that are more effective in graduating students on-time and with the successful completion of A-G (69% and 45%, respectively) than the district’s average” (Silver, Zarta 2005). Our 2008-2009 data demonstrates that 60.2% of Kennedy students are enrolled in A-G courses. Data shows that on average, 41% of Kennedy graduates completed all courses required for admission to the University of California (UC) and/or California State University (CSU) schools in 2007. Of the graduating class of 2007, 112 students attended a CSU or UC school. However, we are encouraged by the fact that during the 2007-2008 school year, 57.9% of students passed A-G courses with a grade of “C” or better in grades 9, 10, 11, & 12. *In the 2007-2008 school year, 56.49% of African Americans passed A-G courses with a grade of “C” or better. In this same year, 51.44% of Hispanic students also passed A-G courses with a grade of “C” or better, as did 57.38% of white students. This indicates that Kennedy is making some progress in closing the achievement gap.* This is a great improvement from the class of 2007, in which only 40% of African American students and only 37% of Hispanics fulfilled the A-G requirement. By LAUSD Board Policy, our current 9th grade students will now be required to complete the A-G requirements in order to qualify for graduation. As we continue to implement our SLC’s and work towards our goal of having each student graduate “college prepared and career ready,” we anticipate an increase in these numbers.

2008-2009 A-G Course Enrollment Percent Enrolled by Ethnicity



2007-2008 Pass A-G with a Grade of "C" or Better by Ethnicity



WASC 2009

12th Grade Graduates Completing all Courses Required for U.C. and C.S.U Entrance

Year	Graduates	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total
2006-07	# of Grads	1	29	2	30	378	40	90	10	580
	# Grads with UC/CSU Required Courses	1	21	0	19	140	16	43	1	241
	% Grads with UC/CSU Required Courses	100.0%	72.4%	0.0%	63.3%	37.0%	40.0%	47.8%	10.0%	41.6%
2005-06	# of Grads	2	44	3	30	349	33	87	0	548
	# Grads with UC/CSU Required Courses	2	27	2	20	125	3	44	0	223
	% Grads with UC/CSU Required Courses	100.0%	61.4%	66.7%	66.7%	35.8%	9.1%	50.6%	0.0%	40.7%
2004-05	# of Grads	3	36	1	28	314	39	84	0	505
	# Grads with UC/CSU Required Courses	1	27	1	21	139	15	45	0	249
	% Grads with UC/CSU Required Courses	33.3%	75.0%	100.0%	75.0%	44.3%	38.5%	53.6%	0.0%	49.3%
2003-04	# of Grads	3	30	2	18	285	22	67	0	427
	# Grads with UC/CSU Required Courses	0	19	2	7	88	13	27	0	156
	% Grads with UC/CSU Required Courses	0.0%	63.3%	100.0%	38.9%	30.9%	59.1%	40.3%	0.0%	36.5%

College Center Survey

This data gathered by the College Center further demonstrates that *over half of Kennedy's graduates pursue a higher education*. However, obtaining an accurate number for students' post-secondary educational years has proven difficult. Kennedy's college counselor traditionally surveys all seniors about their post-secondary plans. However, there is no method of tracking if students actually attend a college. The 2008 class count shows that 121 students of the senior class intended to attend a UC, CSU, or four-year private university. According to all the surveys, more than half of the graduating class stated that they intended to attend a community college. The socio-economic factors such as the cost of a four-year university may influence several of our students choosing to

WASC 2009

attend a community college. To encourage more students to apply to four-year schools, Kennedy enjoys a strong partnership with California State University Northridge (CSUN), and a counseling intern currently attending CSUN works as a volunteer in our College Counselor's office. On several occasions, recruiters can be seen visiting the campus and meeting with our students.

Senior Survey Issued by the College Center for the Class of 2008

Class of 2008	UC	CSU	CC	Private	Voc	Military	Employed	Other	Ad. Schl	Non-CA
Total graduates	35	77	329	9	29	9	47	9	1	5
Amer. Ind	0	0	2	0	0	0	0	0	0	0
Asian	9	5	20	0	1	0	0	0	0	0
Afro. Am	1	6	17	1	3	0	2	0	0	1
Latino	15	50	232	4	20	9	37	7	1	3
White	4	12	42	3	4	0	7	2	0	1
Filipino	6	4	16	1	0	0	1	0	0	0
Pac. Islander	0	0	0	0	1	0	0	0	0	0

Faculty & Staff

The Kennedy faculty and staff are dedicated to meeting the academic needs of all students. In a student survey conducted in 2007 by Indiana University, 70% of students indicated that they felt supported by their teachers. Although stable in the past, the faculty has recently experienced a great deal of turnover, due to retirements and members of the faculty that have moved or transitioned into new careers. Since the last WASC visit in 2006, Kennedy has hired approximately 28 new teachers, administrators, or counselors. In addition, only one of our current assistant principals was at Kennedy during the 2006 WASC revisit. Although some are inexperienced, our new highly motivated faculty members are working closely with our veteran staff to improve student achievement. In our 2007 student survey, 60.5% of students felt that they were being challenged

academically. The influx of new ideas has helped Kennedy to examine itself and think critically about its instructional program.

Of Kennedy’s 152 certificated staff members, 92% are credentialed, with approximately 12 enrolled in district intern or university credential programs. Seven have PhD’s, 66 have a masters degree, and 2 are Nationally Board Certified. According to a faculty survey, 37% (48) have been teaching fifteen years or more, and 13% (17) five years or less; three are first-year teachers. Female teachers make up 49% of the certificated staff. The majority of the faculty members are white, totaling 54%, followed by Latino (20%), African American (10%), and Asian teachers, totaling 9%. JFK also has 114 classified staff members that include clerical, custodial, paraprofessionals, and supervision aides.

Number of Certificated and Classified Staff Members

This table displays the number of teacher misassignments (teachers assigned without legal authorization) and the number of vacant positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teachers Misassignments includes the number of Missassignments of Teachers of English Learners who are in the process of meeting the newly enforced CLAD requirement.

Year	Certificated	Classified*
2008-09	152	114
2007-08	150	
2006-07	150	94

Certificated Staff Members

Year	American Indian/Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic/Latino	African American/Black	White not Hispanic	Multiple/No Response	Total
2007-08	2 (1.3%)	14 (9.0%)	1 (0.6%)	5 (3.2%)	32 (20.6%)	16 (10.3%)	85 (54.8%)	0 (0.0%)	155
2006-07	2 (1.3%)	11 (7.3%)	1 (0.7%)	4 (2.7%)	27 (18.0%)	15 (10.0%)	90 (60.0%)	0 (0.0%)	150
2005-06	3 (1.9%)	12 (7.7%)	1 (0.6%)	5 (3.2%)	29 (18.7%)	15 (9.7%)	90 (58.1%)	0 (0.0%)	155
2004-05	3 (2.1%)	11 (7.5%)	1 (0.7%)	5 (3.4%)	23 (15.8%)	13 (8.9%)	90 (61.6%)	0 (0.0%)	146

All staff members are required to take part in two Pupil Free Days one before both the fall and spring semesters, and 14 shortened days for professional development mandated by the Los Angeles Unified School District during the academic year. During professional development, departments in the core subjects refine pacing plans to ensure curriculum-standards alignment, prepare or review common assessments, and analyze data retrieved from state, district, and teacher tests. Departments also work on curriculum matters and devise ways to support school efforts to increase literacy. These efforts have a school-wide focus, identified at the beginning of the school year, based on data analysis. Past areas of focus have included writing across the curriculum, the use of graphic organizers, and identifying the main idea in order to summarize content. Local District 1 has recently implemented a “SDAIE strategy of the month.” At Kennedy, administrators and the literacy coach presented each SDAIE strategy, paired with a Kennedy ESLR of the Month. During professional development, department chairs subsequently presented these to teachers, who were given one month to implement them.

School-wide staff development meetings have addressed a variety of topics based on data analysis of needs, such as academic rigor, classroom management, the effect of poverty in the classroom, use of technology in instruction, sensitivity to Special Education students in mainstream classrooms, bullying, laws regarding discrimination or harassment, and health or safety matters. During the past two years, the faculty has

WASC 2009

formed focus groups to concentrate on the WASC self-study. During our 2008 faculty survey, only 35% agreed that staff members have enough time to engage in and benefit from collaborative planning and problem-solving during professional development. This is an area we will address in the WASC Action Plan.

A number of teachers and counselors have also participated in professional development outside of school. According to 2008 surveys, 62 reported having engaged in 144 different professional development activities, attending 46 conferences in an academic specialty, as well as college course work or workshops providing AP, technology, IMPACT, CAHSEE, ERWC or district curriculum training.

Number of Class Periods Teachers are Teaching Outside of Their Highly Qualified Status

Year	Teaching Outside Subject Area of Competence	Misassignments of Teachers of English Learners	Total Teacher Misassignments
2007-08	45	113	158
2006-07	73	52	125
2005-06	63	63	126

Attendance Rates (Average Days Absent) of Staff

The district provides staff members with 10 sickness days, though some staff members may have long-term illnesses or those on maternity leave. Recent data from the LAUSD School Overview shows the Kennedy faculty and staff attendance rate was 94% in 2007-08.

District Financial Support

John F. Kennedy High School is dedicated to utilizing its resources to meet the instructional needs of all students and to also provide them with an effective instructional program. The funding provided to John F. Kennedy High School is designed to enrich and supplement the core program provided to all students. The resources from categorical funds are used to extend the quality and quantity of instructional time for students by using a variety of instructional strategies, such as early literacy, one-to-one tutoring, before-and after-school interventions, additional summer or intersession classes, and professional development for all staff. The Kennedy budgets are also designed to provide services that supplement District-provided core services, and assist in reducing barriers to student learning. In most instances, funding priorities and decisions are made collaboratively by the appropriate governing council after data analysis of the instructional needs of students.

During the 2008-2009 school year, much like the state of California, the Los Angeles Unified School District has facing a period of economic uncertainty. This period of economic uncertainty will impact some of resources provided to John F. Kennedy High School by both the state and federal government. However, despite the lack of resources, school faculty and staff remain committed to meeting the needs of all of our stakeholders. In the fiscal year 2005-2006, the latest for which statistics are available, the expenditures per pupil at Kennedy totaled \$7,469, with \$3,057 from restricted sources and \$4,413 from unrestricted sources. The following state and federal categorical funds have been allocated to John F. Kennedy High School. Additional funds may be allocated to the school in accordance with District policy.

State Programs**Economic Impact Aid/State Compensatory Education (7S539)****Economic Impact Aid/State Compensatory Education-Supplemental**

Purpose: To help educationally disadvantaged students succeed in the regular program. The Supplemental funds are intended only for services including class-size reduction.

Economic Impact Aid/Limited English Proficient (7S536)**Economic Impact Aid/Limited English Proficient-Supplemental (2008-09 7N536)**

Purpose: To develop fluency in English and academic proficiency of English Learners. The Supplemental funds are intended only for direct services including class-size reduction.

Instructional Materials Account (4170)

Purpose: To provide supplemental supplies and instructional materials such as books, charts, maps, CD's, workbooks/study guides and curricular trip admissions to for approved sites only.

School and Library Improvement (SLI) Block Grant (4222)

Purpose: To improve the local school's instructional program by providing funds to purchase goods and services that meet the school's needs, as indicated in the *Single Plan for Student Achievement* (SPSA).

Federal Programs

Elementary and Secondary Education Act:

Title I: School-wide Program (7S046)

Purpose: To upgrade the entire educational program of the school

Title I Parent Involvement Allocation (7E046)

Purpose: To promote family literacy, parenting skills, and parent involvement activities.

Title III Parent Involvement Allocation (7E046)

Purpose: To provide professional development to teachers, administrators, and other school support staff to improve ELD instruction and assessment of English Learners.

TIPI Tutorial Program (A049)

Purpose: To provide supplementary support to the instructional program to improve student learning.

Program Improvement I (70A56)

Purpose: Provide professional development for teachers to address the Action Plan stated in the Program Improvement I update stated in the Single Plan for Student Achievement. Focus must be on reading, writing, Algebra I.

Additional funding sources include, but are not limited to:

- Parent Teacher Student Association (PTSA)
- John F. Kennedy High School Booster Club
- Student Body Funds
- Donation Account

Conclusion

A major change in our school culture since the WASC visit of 2006 has been the increased amount of data available to stakeholders as well as our ability to utilize that data to prioritize resources, professional development and instructional needs. As discussed above, and throughout subsequent chapters of this self-study, John F. Kennedy High School has thoughtfully used data to implement programs and procedures in an attempt to improve achievement for all students.