

Standards-Based Student Learning: Curriculum



Chapter 4.b

B. Focus Group: Category B

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Category B

Standards-Based 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?

Summary of Findings:

Kennedy High School provides students with a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results. All core departments have participated in common planning sessions to develop pacing plans and have implemented the LAUSD benchmark assessments. Our purpose is to improve our curriculum alignment and adherence to the California frameworks and standards. To help ensure that students have every opportunity to succeed, Kennedy offers after-school tutoring four days a week covering all core content areas. As a Program Improvement Year 1 school, our intervention program is expected to include Saturday School in 2009.

Kennedy's Assistant Principal of Student Counseling Services (APSCS) works with department chairs and Small Learning Community (SLC) coordinators to create a master schedule that provides students with equal access to all classes. Kennedy has also increased its focus on creating early awareness of both graduation requirements and college entrance requirements to encourage more students to take AP and honors courses. This is an area in which Kennedy hopes to increase participation in the future through homeroom planning, Link Crew activities, the introduction of online courses offered through the Los Angeles Virtual Academy (LAVA), and the SLC's themselves.

Kennedy is embarking on a full restructuring into SLC's, a transition aimed at bringing our students more personalization on this large campus and a greater concentration on career paths. Our journey into SLC's began in 1998, when the Teaching Careers Academy started, and in 1999, when the first John F. Kennedy magnet opened. That program has since expanded beyond its initial architecture and urban planning focus to include digital graphics and film production. A Freshman Academy, recommended by the 2006 WASC visiting committee as an area for improvement, started in the fall of 2007. The Biomedical, Health & Fitness Academy has been in place since 2005. In fall 2008, 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 began. In fall 2009, we expect to open our final SLC, the Leadership Academy for students interested in public service. The enrollment of students in SLC's is based solely on student choice, with equity and access available to all. Other academic programs offered to students include English as a Second Language (ESL), Special Education inclusion, Advanced Placement courses, the School for

Advanced Studies (SAS), and Advancement Via Individual Determination (AVID).

Findings	Evidence in Support of Findings
<p><u>English/Language Arts</u></p> <p>This department’s rigorous, relevant, and coherent standards-based curriculum is founded on District-designed units of instruction and periodic benchmark assessments. These have been implemented in 9th and 10th grade English classes for four years, and are being incorporated in 11th grade classes during 2008-2009. JFK has the highest participation rate in Local District 1 for implementation of periodic assessments.</p> <p>The 12th grade Expository Composition curriculum utilizes lesson plans and thematic units created by a California State University task force to better prepare students for higher education.</p> <p>Teachers increasingly incorporate technology to provide students with a relevant 21st Century curriculum. JFK has a new computer lab and a laptop cart used only by the English department. The Developing Readers and Writers Course (DRWC) is a technology- based curriculum for students performing at the “below basic” and “far below basic” levels on the English portion of the CST. The structured curriculum is a three-part program: 1) individual literacy skills development via the Scholastic Read 180 computer program; 2) individual reading; 3) teacher-guided small group lessons.</p> <p>Our full-time literacy coach supports teachers and helps insure that the district curricula are implemented, that supplemental teaching takes place in areas not covered by District mandates</p>	<p>Princeton Review data Teacher sign-in sheets for district training Common lesson plans/exams Common early placement test for California State Universities (11th grade) Multiple choice, essay, true/false, open ended questions, short answer tests</p> <p>Student performance data Written assessments Course outlines Quizzes Group projects</p> <p>PowerPoint presentations Department computer lab logs jfkenglish.wikispaces.com DRWC classroom/ computers DRWC teacher training DRWC reading material</p> <p>Literacy coach weekly logs 2006-09 Department and content-area meetings Local District 1 literacy coach meeting agendas</p>

<p>but tested on the CST, and that professional development maintains the rigor needed to support student achievement.</p> <p>Teachers of English Language Learner (ELL) students work with the bilingual office to make sure they are utilizing instructional techniques, such as SDAIE strategies, that enable these students to access the full curriculum.</p>	<p>SDAIE monthly strategies Student work</p>
<p><u>English as a Second Language (ESL)</u></p> <p>All ESL teachers use the State-adopted High Point Program. Professional development, sponsored by LAUSD and Local District 1, ensures that the High Point curriculum is implemented correctly in every classroom. That program provides uniform assessments for all students. JFK's 17 % re-designation rate is the highest in Local District 1.</p> <p>The district monitors the progress and achievement of ELL's through uniform assessments. Our part-time English Language Learner Coordinator attends monthly meetings that inform him of the latest District mandates and policies.</p> <p>One counselor has been assigned to ESL students. The counselor discusses the high school requirements with all ESL students and monitors their academic progress. The ESL counselor visits local feeder middle schools to ensure that our students are placed in the correct classes. California English Language Development Test (CELDT) data is also examined for the proper placement of students. ESL students have access to all SLC's.</p>	<p>High Point books High Point workbooks High Point student portfolios LAUSD professional development agendas Local District 1 professional development meetings</p> <p>Local District EL Coordinator meetings</p> <p>Counselor logs IGP counseling records Secondary Information System (SIS) field 140 indicates student's SLC Middle school articulation schedule and calendar Middle student preference sheets CELDT data</p>

<p><u>Mathematics</u></p> <p>The department has established a pacing plan for each subject that is aligned with District guidelines and based on the content standards. Final examinations are uniform within each subject area.</p> <p>Algebra 1 and Geometry teachers administer two District assessments each semester. The math department itself has created 10-week quarterly assessments and writing prompts for Algebra 2 and Math Analysis. In addition, Geometry teachers require students justify their response to a specific question in writing. These assessments and writing prompts have become useful tools for teachers in analyzing the success of current curricula in achieving student mastery.</p> <p>As part of curriculum development, the department is focusing on strategies for improvement in CST scores. Teachers have created multiple-choice tests utilizing the CST language and format for Algebra I, Geometry, Algebra II, and Math Analysis. The department analyzes their results and plans to address the standards that need greater emphasis.</p> <p>A full-time math coach disseminates information gained from District benchmark assessments, identifies areas where students need more instructional support, and provides professional development opportunities for teachers.</p> <p>In response to the analysis of achievement data, the department created three courses to help students who struggling to pass Algebra 1A, Geometry A, and Algebra 2A. These courses</p>	<p>Department and content-area team meetings Math coach meetings</p> <p>Benchmark assessments Benchmark assessment data (lauds.net) LAUSD benchmark assessment training LAUSD data analysis professional development dates</p> <p>Writing prompts/ student work Common examinations/ assessments</p> <p>CST data Professional development agendas Professional development sign-in sheets Benchmark assessments (lauds.net)</p> <p>Coach's logs Math department meetings/ agendas Professional development agendas</p> <p>Master schedule of classes Class rosters</p>
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<p>include Algebra 1A2, Math Tutoring Lab A, and Math Tutoring Lab B. A uniform instructional guide created for each class emphasizes those content areas where students are having difficulty.</p> <p>The math department has expanded its offerings to include eight honors and Advanced Placement class sections. Students are encouraged to enroll in honors Geometry, Algebra 2, Math Analysis, AP Statistics, and AP Calculus.</p>	<p>Master schedule of classes Advanced Placement offerings</p>
<p><u>Science</u></p> <p>To guarantee that all students are receiving a rigorous, standards-based instruction, department members attend seminars and conferences to improve the teaching of the curriculum. Professional development time has been used to create common curriculum pacing plans and analyze District benchmark assessment data for areas of weakness.</p> <p>The department offers additional honors and Advanced Placement (AP) classes, as well as AP Physics. These courses expose students to a college-level curriculum and better prepare them for university work.</p> <p>Science teachers use a variety of experiences, instructional strategies, and technology to provide students with a challenging and relevant curriculum. Courses include hands-on activities, such as DNA gels and an end-of-year culminating project on solving for an unknown, to engage students and improve critical thinking skills. Students complete analytical research projects, technology-based projects, and other alternative assessment activities. For example, in the Create a Gene project, students</p>	<p>UCLA Center X UCLA “With Different Eyes” National Science Teachers Association (NCTA) Local District 1 professional development Princeton Review (lausd.net) data</p> <p>Master schedule of classes College Board approval for AP classes</p> <p>Projects</p> <ul style="list-style-type: none"> • Careers in Biology Display • Guest speakers in genetics • Coroner’s –Criminal Officer <p>Power Point Demonstrations Graphic organizers Visual aids Content based rubrics Internet and library research projects Computer simulation programs</p>

<p>analyze the ethical, economical, and ecological aspects of their creation.</p> <p>The Science Department has updated lab equipment and supplies, which are rated in compliance with the annual Williams Science Equipment inspection.</p>	<p>Animations to enhance students' understanding of the concepts being taught.</p> <p>Laboratory assignments</p>
<p><u>Social Studies</u></p> <p>The social studies department provides a rigorous and relevant standards-based curriculum aligned with the ESLR's and standards. Courses promote effective thinking with assignments that include research papers, position papers, or student debates, all designed to promote greater student comprehension of text and content.</p> <p>Department members participate in ongoing professional development to better align its curriculum with the changing needs of students. The department is constantly revising presentation and instructional materials to utilize the most current educational methods.</p> <p>Course work places students in school computer labs for the creation of PowerPoint presentations and research projects. The department, through staff development, in-service, or department meetings, is working on thematic and chronological PowerPoint presentations as a way to keep engage 21st century students engaged in the curriculum.</p>	<p>Note taking Student led instruction/presentations Multimedia Group instruction Research papers Essays Position papers Student debates</p> <p>Conferences attended:</p> <ul style="list-style-type: none"> • Advanced Placement • Rape of Nanking • Museum of Tolerance • History Alive • Facing History and Ourselves • Armenian Genocide Tolerance • California Social Studies Conferences • District training for assessments <p>Methods of sharing information include:</p> <ul style="list-style-type: none"> • Handouts • Professional development • Model lessons • Technology/ Power Point • Department meetings • Department resource list of:

<p>Per the LAUSD, all students must fulfill a Service Learning requirement prior to graduation. As a result, the department has modified its curriculum to address the requirement. Service-learning is aligned with the state standards, fosters civic responsibility, and provides structured time for student reflection. Under the guidance of the Service Learning Coordinator, the department works with the health, world languages & cultures, and life skills departments to provide students with opportunities during the academic year to contribute to their community.</p> <p>The social studies department collaborates with the special education department, the ELL coordinator, and Title I coordinator to provide the most appropriate education for students with diverse needs. The special education department has identified students with learning disabilities (IEP, Resource, Special Day Programs, and 504) and, social studies teachers work with the special education teachers to best meet the needs of the students.</p> <p>The department recently implemented the LAUSD periodic benchmark assessments for social studies. LAUSD has provided teachers with the training needed to implement them, analyze student data, and make changes necessary to maintain an effective standards-based curriculum.</p>	<ul style="list-style-type: none"> • DVD's/CD's/Power Points <p>Service Learning Coordinator records LAUSD website (lausd.net) Counseling Office records Individualized Graduation Plan (IGP) monitored by counselor</p> <p>Special Education office records Bilingual office records Individualized Education Plan (IEP) meetings Special Education coordinator records</p> <p>Professional development agendas Benchmark assessments (lausd.net) Local District 1 professional development agendas</p>
<p><u>World Languages and Cultures</u></p> <p>Teachers in this department use common assessments while adhering to the California Foreign Language framework of standards.</p>	<p>Common textbooks Department/ content area meetings Department agenda/ sign-in sheets</p>

<p>Students are provided textbooks, purchased by LAUSD, that include an assessment program and supplementary materials such as videos and Internet activities.</p> <p>An Advanced Placement certified Spanish program has been implemented in which students receive college credit for having passed the course at “C” level or better. The Italian language has been added to our program. Examples of courses structured around the individual needs of students include Spanish for Spanish speakers, Spanish for non-native speakers, French and Italian for non-native speakers and Spanish honors classes.</p> <p>Teachers attend foreign language seminars in order to improve course curricula and thus, their students’ academic achievement.</p> <p>Individualized, additional attention and a modified curriculum with accommodations are made available to students receiving special education services.</p>	<p>Supplementary materials:</p> <ul style="list-style-type: none"> • Videos • CD/ audio programs • Workbooks • Transparencies • Internet activities <p>Master schedule of classes Student transcripts</p> <p>Conferences attended:</p> <ul style="list-style-type: none"> • Foreign Language Teachers of Los Angeles (FLTLA) • LAUSD World Languages and Cultures Convocation • Advanced Placement Audit Preparation Seminar • LA STARS • American Educators of Italian And Other (AEIAO) • American Teachers of French Language (ATFL) <p>Special Education office records Individualized Education Plan (IEP) meetings Teacher rosters</p>
<p><u>Physical Education</u></p> <p>Students are required to take physical education</p>	<p>A-G course requirements</p>

<p>every year in grades 1-9, with one additional year in high school. During the academic year, LAUSD administers the Fitnessgram, the California State Board of Education’s designated physical performance test. Classes are structured to assist students in attaining measurable improvements that meet or exceed that fitness test.</p> <p>All P.E. teachers work to assess students in a uniform manner, following district guidelines for attendance, dressing, and participation. The P.E. department follows state P.E. content and performance standards when developing curriculum. Adaptive P.E. follows the P.E. department structure regarding dressing and activity; however, adaptive curriculum is IEP-driven.</p> <p>A large number of students take P.E. as an elective. The number of upper class students in these classes speaks to the success of the program in meeting both State standards and Kennedy ESLR’s.</p>	<p>The comprehensive physical fitness assessment includes the five components of fitness: Body Composition, Cardiovascular Fitness, Muscular Strength and Endurance, and Flexibility.</p> <ul style="list-style-type: none"> • Mile run • Stairs • Interval training • Heart rate monitoring • Aerobics • Skill development • Weight control • Nutrition • Critical thinking skill <p>Master program Student IEP’s Adaptive PE roster</p>
<p><u>Visual Arts</u></p> <p>In order to increase access to the curriculum for all students, teachers have implemented Design-Based Learning, which focuses on pre-loading students’ perceptions of a problem with their own previous experience and initial problem-solving using 3D “junk” materials. An AP Art History class has been implemented to</p>	<p>Department and content area-team meetings Student work and projects Written assignments Oral reports/ assessments Quizzes Projects Group projects</p>

<p>increase academic rigor.</p> <p>The Architecture, Digital Arts, and Film Production Magnet requires all magnet ninth grade students to take the Art History and Analysis class, which integrates ten styles of architectural history with a demanding constructivist model building project which is unique to LAUSD</p> <p>Advanced Placement classes are academically rigorous on a college level. Students at the end of the course are given in depth reviews of architecture, sculpture and painting. The high level of academic work in this class results in an 80% to 100% yearly pass rate on the AP exams.</p>	<p>Independent research projects Models, posters, videos Audio-video presentations PowerPoint presentations Master schedule of classes SDAIE strategy and ESLR of the month Student work Back to School Night agenda Open House agenda</p>
<p><u>Performing Arts</u></p> <p>The Performing Arts Department has increased the number of festivals and competitions in which students can participate and find meaning in the display and discussion of their work. Student work is displayed on campus during Back to School Night and PHBAO Open House, at CSUN during the Fall/Winter Art Show, and at Scholastic Art Awards presented in conjunction with Otis College.</p> <p>Teachers in the department have worked to earn certification in many subjects-- both art and science/production based-- in order to create a new the Smaller Learning Community (SLC), called D.R.E.A.M.S.T. Academy, which debuted in 2008. D.R.E.A.M.S.T has recently developed a partnership with the Blastbeat program. Through this, students organize themselves into Music & Multimedia Companies (MMC's), with each member of the</p>	<p>Blastbeat website (blastbeat.org) SLC meetings Student work and projects Student talent show (Kennedy Idol) Presentations D.R.E.A.M.S.T. class rosters D.R.E.A.M.S.T. student assemblies Plays (fall/spring) Concerts (winter and spring)</p>

<p>company taking on a different job, such as CEO, sales & marketing manager, talent scout, web manager, video crew, photographer, or journalist ultimately producing a Battle of the Bands concert. The concert, held in December, 2008, showcased JFK's best musical talent.</p>	
<p><u>Industrial Arts</u></p> <p>The department is working to develop a more rigorous curriculum that is related to student achievement and the ESLRs. Courses are aligned with the State Standards as detailed in the Competency Based Education (CBE), a performance-based process leading to mastery in certain skills, which students must be able to demonstrate by the end of the course.</p> <p>Computer Science/Technology</p> <p>Computer science/technology teachers utilize department and industry exams to measure student achievement. Cisco curriculum has been updated to address changes in the Cisco exam. Teachers develop curriculum to help students meet the requirements to pass the CompTIA (Computing Technology Industry Association) A+ exam, which tests skills needed by computer-support professionals.</p> <p>Wood Working</p> <p>The wood working program provides students with several relevant projects. Under a partnership with NJROTC, the students build wooden airplanes that fly. Students, as they are building the plan, learn aviation terminology.</p>	<p>Content area team meetings Course Outlines Individual/group projects Presentations Quizzes Unit exams Audio-video presentations PowerPoint presentations Written assessments</p> <p>Cisco curriculum Cisco exam Elproyectedelbarrio.org Presentations Audio-video presentations PowerPoint presentations Oral presentations/ assessments Multiple choice, essay, true/false, open-ended questions, short answer tests Group projects Models, posters, videos</p> <p>Student work Projects Models Presentations</p>

<p><u>Home Economics-Family & Consumer Science</u></p> <p>Home economics-family & consumer sciences courses are designed to train students to meet the challenges of the 21st Century. Courses promote individual character development, increase one’s professional skills, develop insights into home and family living, and prepare students to enter a wide range of vocations. Students taking courses in home economics-family & consumer sciences participate in a number of learning and enriching activities, which promote the expected schoolwide learning results as they emphasize:</p> <ul style="list-style-type: none"> • Maximizing human resources • Coping with economic uncertainty • Assessing the importance of fibers and fabrics in today’s clothing • Maintaining lifetime nutrition • Understanding growth and development from infancy to adulthood. • Creating positive parenting attitudes • Interpreting the housing needs of the individual and the family • Understanding family differences and cultures • Responding to 21st Century issues facing individuals and families • Generating research to identify the needs of individual families. 	<p>Written assessments Teacher made exams Oral reports Quizzes Projects Group projects Research projects Student made lessons Knollwood Elementary visitor sign-in sheets LAUSD field trip records Student portfolios Models, posters, videos Oral presentations/ assessments</p>
<p><u>Naval Science—NJROTC</u></p> <p>NJROTC aligns its lessons and expectations to meet both state standards and the ESLR’s. The program integrates physical fitness, leadership, and academics into a progressive, four-year</p>	<p>Course outline Department meetings Fitnessgram data Navy PFT data</p>

<p>program of instruction provided by the United States Navy. Students are also evaluated on the Physical Fitness Test (PFT), administered twice a year, based on:</p> <ul style="list-style-type: none">• One-and-a-half mile run• Push-ups, bend & reach, curl-ups <p>After four years, an NJROTC cadet is expected to:</p> <ul style="list-style-type: none">• Apply basic leadership traits, as well as following the lead of others using effective communication tactics.• Evaluate performance and oral instruction of others.• Inspect and drill a military unit and pass the Cal Fitness Program and Navy PFT.• Think about and incorporate the concepts of authority, moral responsibility, and accountability in their own lives as effective thinkers.• Students also take part in four field trips that include Basic Leadership Training, Leadership Academy, and Sailing Academy <p>The NJROTC program supports and enhances the State content standards of other departments, when students must:</p> <ul style="list-style-type: none">• Understand the rights and responsibilities of citizenship in the United States.• Research the development of the United States maritime strength from its pre-colonial origins to Bosnia.• Work with the science department to understand the oceanographic history of the Earth, the seas, meteorology, and weather.	<p>Department/ content area meetings Student work Presentations Projects Quizzes Teacher made exams Written assessments</p>
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<p><u>Special Education</u></p> <p>Students receiving special education services are afforded meaningful opportunities to integrate with the general education community and have access to the core curriculum, albeit with appropriate accommodations and/ or modifications. The special education department meets with other departments to plan a curriculum that is in line with State standards.</p> <p>RSP (“resource”) students are in general education classes and are supported by special education staff. General education English, math, science, and social studies curricula have been implemented in Special Day Class (SDC) classrooms, for students with moderate learning disabilities, using general education texts.</p> <p>Special education students have access to SLC’s. The special education department participates in the Freshman Academy to ensure that all students adjust to the high school environment and student work-load. Kennedy’s Teaching Careers Academy offers tutoring to special education students, as well as internships for students interested in working with special education students in the future.</p> <p>In mainstreamed classrooms, a variety of instructional methods are used to help the students focus on the curriculum. Teachers encourage students to use assignment sheets and planners to help students keep track of their work.</p> <p>The special education department designs an annual IEP for each special education student in order to monitor progress in the general</p>	<p>Department/ content area meetings Special Education office records Teacher rosters Master schedule</p> <p>Williams-approved textbooks Bench mark assessments (lauds.net) Differentiation of instruction Designed based instruction</p> <p>Student preference sheets/ survey Counseling office logs Student assemblies Special Education coordinator/ counselor records Teacher rosters</p> <p>Socratic Seminars Pair-share Readers/writers Notebooks Team collaborations</p> <p>Student IEP’s Special Education office records</p>
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<p>curriculum. Individual IEP goals are tied to the State standards.</p> <p>RSP and SDC students have a study skills class available to them to help bridge the gap between general education and special education. Learning centers provide additional support and attention for students performing below grade level.</p>	<p>Resource center records Special Education coordinator records</p>
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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 career goals?

Summary of Findings:

John F. Kennedy High School is committed to providing maximum opportunities for all students to meet graduation requirements while meeting requirements for college admission, and preparing to enter the workforce at a high level. Kennedy High School's curriculum fulfills the A-G requirements while offering equal access to all classes and Small Learning Communities (SLC's). 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 "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).

Incoming 9th grade students are assigned to the Freshman Academy, where they receive a supportive and nurturing environment designed to ease their transition into high school. All 9th grade students, under the guidance of two counselors, are given a roadmap to graduation which details the number of credits they need and the various courses offered at Kennedy that fulfill A-G requirements. Parents are encouraged to participate in planning conferences with the counselor and their child. Beginning in 10th grade, counselors meet students twice a semester to create and monitor their Individualized Graduation Plan (IGP), and parent attendance at one of these conferences is mandatory. Students are also given access to other SLC's that provide career-oriented education as well as reinforced cross-curricular lessons. The SLC's that began in 2008 are open to all students after they have completed the Freshman Academy. These SLC's include the Teaching Careers Academy, Biomedical, Health & Fitness Academy, and the performing arts academy, D.R.E.A.M.S.T. The Leadership Academy will open in fall, 2009. According to the annual senior class survey administered by the College Center, **81%** of the students in the graduating class of 2008 planned to pursue a post-secondary education, **21%** at a four-year university, and **60%** at a community college.

All students with special needs are provided accommodations through their IEP and 504 plans so that they are placed in the least restrictive environment and given access to a grade level, standards-based curriculum. Special programs and activities are offered to all Kennedy students to enhance their high school experience and prepare them for the future.

Findings	Evidence in Support of Findings
<p>Middle School Articulation Counselors visit local feeder middle schools to program incoming students into our Freshman Academy. This places students on a course that will begin their school-to-career pathway. Counselors also use this opportunity to identify potential honors, Advanced Placement, and AVID students.</p> <p>Small Learning Communities A part-time coordinator, two counselors, and a classified staff member support the Freshman Academy. Freshman Academy students are programmed into one of four houses, which consist of two or more English teachers, a science teacher, a health teacher, and a Life Skills teacher. The increased level of personalization enables the Freshman Academy faculty and staff to effectively communicate not only with students but also with their parents, to ensure they are kept aware of their child’s academic progress, school expectations, and on-campus opportunities.</p> <p>Upon completing 9th grade, students are given access to Kennedy’s other SLC’s. Students are informed about the various SLC’s prior to making a selection. Awareness of these programs is created through the use of SLC brochures, parent meetings, student assemblies and SLC sign-up week. Students self-select which SLC they prefer, but also have the flexibility to change SLC’s if they wish. The SLC choices are:</p> <ul style="list-style-type: none"> • The Teaching Careers Academy • The Biomedical, Health & Fitness Academy • The Leadership Academy (2009-10) • Digital Arts, Dance, & Design recording arts and sciences, Entertainment, Art, Music, Screen, and Theatre (D.RE.A.M.S.T.) 	<p>Counseling office logs AVID AP enrollment requirement</p> <p>Master schedule of classes Buleltin 1600 Freshman academy records</p> <p>Student preference sheets/survey Counseling office logs SIS (field 140) SLC brochures</p>

<p>Individualized Graduation Plan Through at least four meetings a year, counselors make students aware of class options and develop or monitor their Individualized Graduation Plan (IGP). The IGP identifies each student’s academic, personal, and school career goals and are modified annually. Last spring, all 10th graders and 50% of their parents met with counselors and signed an IGP. For those parents unable to attend the conferences, the counselor sent the IGP home with the student.</p> <p>Special Programs Special programs such as the Architecture, Digital Arts, & Film Production Magnet, AVID, Gifted, ESL, SAS, and Special Education have designated counselors that specialize in their respected programs.</p> <p>Several classes are dubbed “passport classes” which allow for students in different SLC’s to have access to the same classes. These include Advanced Placement, honors, and elective classes such as journalism, yearbook, and others.</p> <p>In response to our data analysis, JFK is making a concerted effort to encourage more African American and Latino students to enroll in Advanced Placement and honors classes. In 2008-09, JFK expanded its access to the Advanced Placement program by offering online courses through a partnership with the Los Angeles Virtual Academy (LAVA).</p> <p>Kennedy is committed to providing special education students access to all programs and giving them assistance through an Individualized Education Plan (IEP) that identifies their needs as well as academic and personal goals. Our Resource (RSP) students are included in general education classes and supported by a special education coordinator, counselor, co-teachers, paraprofessionals, and/or departmental monitoring. Students in the SDC program participate</p>	<p>IGP rosters with parent signature Counselors’ student binders</p> <p>Counseling office records</p> <p>Master program of classes</p> <p>LAVA roster Teacher letter of recommendation for AP</p> <p>Special education office records Student IEP’s</p>
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<p>with general education students in electives, P.E. classes, school activities, assemblies, and extended learning classes.</p> <p>Some ELL students are placed in language clusters and delivered instruction by a CLAD or BCLAD certificated teacher. Our English as a Second Language (ESL) students, supported by a part-time English Learners Coordinator and ESL counselor, are enrolled in elective and P.E. courses outside of the ESL program.</p> <p>Intervention Programs A case manager works to update student 504's. In addition, the case manager is available to and/or meets with the teachers of students with a 504, to answer any questions or concerns.</p> <p>Kennedy has a Student Study Team (SST) case manager. A multi-disciplinary team, the SST evaluates students with academic and/or behavioral problems, and identifies effective interventions, strategies, and alternatives needed. SST meetings can involve parents, students, administrators, deans, counselors, the Pupil Service Attendance (PSA) worker, the Diploma Project Advisor (DPA) school nurse, and the school psychologist.</p> <p>IMPACT, LAUSD's prevention and early intervention program, provides a systemic approach for the identification, referral, and support of students who are exhibiting behaviors of concern related to possible substance use, violence, or other crisis. JFK's IMPACT coordinator implements and maintains the program's components.</p> <p>Among Kennedy's varied intervention programs to help students achieve their academic goals are CAHSEE preparation classes. These include after-school classes in the fall and spring semesters. In addition, 12th grade students who have not passed the CAHSEE, must attend the CAHSEE Boot Camp, an</p>	<p>Bilingual Office records</p> <p>Case manager records</p> <p>SST meeting logs</p> <p>IMPACT records</p> <p>Beyond the Bell registration CAHSEE Boot Camp sign-ins Beyond the Bell coordinator records Student assemblies</p>
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<p>intensive math and English review given one week prior to the CAHSEE test.</p> <p>For students in need of additional support, JFK offers students with after school tutoring in all core subjects four days a week.</p> <p>Partnerships JFK has curricular partnerships with Pierce College and Mission College. These allow the local colleges to hold classes on our campus, which JFK students may attend.</p> <p>Internships are available to students in the Biomedical, Health & Fitness Academy. The Medical-Counseling, Organization and Recruiting (Med-COR) Program, offered through the USC Keck School of Medicine, enables students enrolled in the program to compete with others in basic science courses and subsequently to apply to schools in the health professions. The program also offers students the Saturday-School Year Program, where academic skills in English, math, and science are stressed, and the Summer Program providing students work experience.</p> <p>LAUSD funds a free PSAT for all 10th grade students. In addition, juniors may take the PSAT again, for free or at a reduced rate, as can seniors wishing to take the SAT.</p> <p>A work experience and career advisor helps students gain work experience credits and provides job/internship opportunities. Kennedy offers a Technical Arts and a work experience program for students 15 years of age or older. The career advisor visits life skills and homeroom classes to provide students with information on jobs and careers.</p> <p>Kennedy hosts a successful Career Fair for 11th and 12th graders during the spring semester.</p>	<p>PSAT (10th grade)</p> <p>Career center records Guest speaker records Student internships/jobs North Valley Occupational Center course offerings LAUSD Facilities Service Division ISEE Architecture & Engineering Program Regional Occupation Center course offerings</p>
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<p>Through our partnerships with surrounding businesses, colleges and other instructional programs, Kennedy students are able to take part in many job or internship opportunities. These are available in architecture, engineering, business education, home economics, industrial, and automotive programs.</p> <p>JFK also has extra and co-curricular activities, interscholastic athletic teams and special interest clubs. The students participating in the above programs are also involved in a number of partnerships with the surrounding community.</p>	<p>List of clubs and organizations</p>
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B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Summary of Findings:

In fall 2007, Kennedy launched the Freshman Academy to provide 9th grade students, transitioning into high school, with the academic and social skills needed to excel at the high school level. The Freshman Academy was implemented in response to data that suggested 9th graders were performing poorly in academics, attendance, and socialization. Beginning in the 2008-2009 school year, 9th grade parents also meet with counselors to discuss student progress, graduation requirements, and opportunities for advancement beyond high school.

Kennedy High School's students are provided numerous opportunities to meet LAUSD graduation requirements, including passing the CAHSEE and fulfilling the Service Learning requirements. Our data indicates that **42%** of students in the 2006-2007 school year were enrolled in A-G courses. The class of **2007** had a graduation rate of **83%**. Students meet with their counselor four times a year to discuss their Individualized Graduation Plan (IGP).

As referenced in the previous section, students are offered multiple support programs during and after school to help them achieve academic success. Our Diploma Project Advisor (DPA) provides support and assistance to those students who are in danger of not graduating in a timely manner. In addition, our DPA provides informational workshops for the parents of our students who are in danger of not graduating. As a final option, our DPA can often refer struggling students to a smaller personal learning environment at Jane Addams Continuation School, the Kennedy- San Fernando Community Adult School, or a number of other LAUSD instructional programs.

Findings	Evidence in Support of Findings
<p>JFK provides all students the opportunity to meet high school graduation requirements. Kennedy constantly reviews its programs through the use of data, to ensure that all students have an equal opportunity to graduate.</p> <p>Counseling Services Counselors, meeting with each student at least four times a year, review, discuss and alter the student’s IGP. Counselors also invite parents to attend. This process helps make sure that students remain on target to meet their graduation goals.</p> <p>For students in need of college-level courses, both Pierce College and Mission College offer college courses on the JFK campus after school and on Saturdays.</p> <p>During our homeroom period, known as “Cougar Time,” our teachers review the graduation requirements with students. <u>In our faculty survey, 78% of teachers indicated that they used homeroom to counsel students and keep them aware of graduation requirements.</u> Providing students with easy access to the counseling services is an area in which Kennedy continues to improve.</p> <p>College and Career Options Our college counselor meets with all seniors to review their post-secondary goals and provide them with the support needed to enroll in a variety colleges and universities.</p> <p>For students 16 years and older, Kennedy offers a Technical Arts and work experience program. The career advisor helps students gain work experience credits and provides job/internship opportunities. Kennedy has a partnership with the North Valley Program Occupational Center.</p>	<p>Counseling office logs IGP logs</p> <p>Faculty survey</p> <p>College center records</p> <p>Career Center records North Valley Occupational Center course offerings LAUSD Facilities Service Division ISEE Architecture & Engineering Program Regional Occupation Center course offerings ROP registration forms</p>

<p>Service Learning Service Learning, a LAUSD high school graduation requirement, is a teaching/learning strategy through which students learn and develop through active participation in high quality service that meets a community need. Under the guidance of the Service Learning Coordinator, several departments, such as world languages and cultures, social studies, health and life skills, have their students engage in community service projects, which can fulfill the requirements.</p> <p>CAHSEE Intervention JFK offers support for students having difficulty passing the CAHSEE. All 12th grade students who have failed the CAHSEE are enrolled in Boot Camp classes one week prior to test administration for intensive intervention and review. Students in other grade levels have access to our after-school CAHSEE preparation classes, offered through LAUSD's Beyond the Bell branch.</p> <p>Special Programs Students with special needs are provided the support necessary to meet graduation requirements or achieve a certificate of completion as specified in the Individualized Education Plan (IEP). A full-time school psychologist provides services to students with identified needs. Itinerant district personnel also provide support services such as adaptive P.E., speech and language development, and transition services. Our special education teachers, counselor, and coordinator work with the departments to make sure that all accommodations specified in a student's IEP are met.</p> <p>English Language Learners (ELL's) are expected to master the same rigorous, academic standards as all other student; moreover, they have the same graduation requirements. ELL students are supported by bilingual paraprofessionals and the Bilingual coordinator.</p>	<p>Service Learning Coordinator records Hispanic Heritage Celebration Anti-drug campaign Volunteer poll workers</p> <p>CAHSEE Boot Camp rosters Beyond the Bell student applications Beyond the Bell coordinator records Testing coordinator records Student information assemblies</p> <p>Student IEP's/ Section 504 plans Paraprofessionals assignments</p> <p>SST case load</p>
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<p>Intervention Programs Student Study Teams (SST) are convened when a student is not meeting graduation requirements. This team of stakeholders can include the SST case manager, teachers, administrators, counselors, deans, the student and parent. The SST’s goal is to provide a student the support needed to address the obstacles preventing him or her from achieving social and academic success.</p> <p>Summer School For students in need of additional support, the school offers six weeks of summer school, through which students may enroll in up to two academic courses.</p> <p>The Freshman Summer Transition Program offered for 200 students who scored “below basic” and “far below basic” on the CST.</p> <p>Diploma Project Advisor Students in need of intervention are seen by our Diploma Project Advisor (DPA). JFK has strong partnerships with the Jane Addams Continuation School, and the Kennedy-San Fernando Community Adult School, both located on-campus and available to students in need of academic credits. The DPA can also refer students to other LAUSD instructional programs. Students who get back on the diploma track may return to Kennedy and graduate with their classmates.</p> <p>Tutoring Programs After-school and peer tutoring are available to students four days a week (Mondays, Tuesdays, Wednesdays, and Thursdays) in all core academic subjects. As a Program Improvement Year 1 school, JFK is scheduled to begin a Saturday School tutoring program in 2009.</p>	<p>Counselor records Bilingual Office records</p> <p>Summer school enrollment</p> <p>Summer transition program enrollment</p> <p>DPA records Jane Addams enrollment Kennedy-San Fernando Community Adult School enrollment</p> <p>Tutoring logs Program Improvement Year 1 budget allocations</p>
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Areas of Strength

1. The growth of small learning communities at Kennedy, as seen with the Freshman Academy in 2007 and continuing implementation of 10th grade SLC's in 2008 and 2009, allows students to receive more focused and personalized education in the curricular areas they selected.
2. Faculty and staff members are dedicated to using ongoing data-driven professional development as a method of strengthening the curriculum and of improving student achievement in meeting both State standards and school ESLR's.
3. The counseling staff has dramatically improved efforts to create awareness of, and progress toward, graduation requirements through individual meetings with students as well as implementation and monitoring of the Individualized Graduation Plan

Areas of Growth

1. Kennedy must provide more interdisciplinary projects, activities, and lessons through the curriculum of its SLC's in order to create a better sense of community and infuse additional rigor into the instructional program.
2. Kennedy must improve its student use of technology across the curriculum and within each classroom by formulating a comprehensive technology plan with provisions for both purchase of equipment and staff training.
3. Kennedy must continue efforts to close the achievement gap by increasing underrepresented students' access to, and preparation for, all curriculum, including honors and AP classes.
4. Kennedy needs to increase academic success among all students, but especially those in the 9th and 10th grades in order to increase the graduation rate.