

# Self-Study Findings



## Chapter 4

***A . Focus Group: Category A***

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*Category A*

**Organization: Vision & Purpose, Governance, Leadership & Staff, and Resources**

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

**To what extent is the school purpose supported by the governing board and the central administration and further defined by the expected school wide learning results and the academic standards?**

*Summary of Findings:*

John F. Kennedy High School (JFK) has high expectations for all students. Of those that responded to our parent survey, 98% of parents felt that Kennedy High School has high expectations and a focus on continuous learning for students. During the 2007-08 school year, the Vision and Mission statements were rewritten and revised in collaboration with all stakeholders to reflect both analysis of our data and research based practices.

The school’s Expected School-wide Learning Results (ESLR’s) further define the stakeholder’s expectations for all of our students in the 21<sup>st</sup> century. The school’s faculty and staff are committed to assisting our graduates to become *effective communicators, effective thinkers, effective team players* and *responsible individuals* by providing experiences that help our students grow, mature, and apply their academic knowledge.

The impetus for the new ESLR’s, Mission and Vision was also based on the determination that our recent Program Improvement (PI) status is an unacceptable position for JFK. Because of this, efforts have been put in place and continue on a school-wide movement towards personalization, as well as rigorous, relevant and accountable educational programs that foster success and achievement for all students.

John F. Kennedy High School is in the early transitional phase of reconstructing itself into Small Learning Communities (SLC’s). This transition is further driven by the research supporting the benefits of smaller schools, and further supported by the District Office of School of Redesign personnel. After conducting an interest survey of our students, JFK began five academic and Career Technical Education (CTE) themed SLC’s.

Findings	Evidence in Support of Findings
JFK	

<p><b>School Vision and Purpose</b></p> <p>The school’s <b>Mission Statement</b> commits the community to collaborate to achieve a common goal of preparing our students to become positive and productive members of the twenty-first century. Our Mission statement is:</p> <p><i>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 twenty-first century.</i></p> <p>The school’s <b>Vision Statement</b> clearly states that collaboration and communication of stakeholders is essential to prepare students to be successful in the career choices they make after high school. Our Vision statement is:</p> <p><i>With shared collaboration and communication, the JFKHS stakeholders envision: students will be empowered to be responsible, critical thinkers, problem solvers, and prepared to succeed in post-secondary education, technical training, military services, or the workplace; Teachers will provide a meaningful curriculum; parents and students will work with the total school community to ensure a successful learning experience.</i></p> <p>The school’s <b>Beliefs</b> are based on its philosophy that every student can achieve at high levels with the proper guidance.</p> <p><i>Every student deserves a safe environment and shall be given the opportunity to</i></p>	<p>John F. Kennedy High School’s Mission Statement Agendas/Minutes Sign-in sheets of meetings when the we discussed:</p> <ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• Vision Statement</li> <li>• ESLR’s</li> </ul> <p>John F. Kennedy High School Vision Statement</p> <p>John F. Kennedy High School Beliefs Statement</p>
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<p><i>achieve at his or her highest potential; Every student achieves best when supported by a network of families, school, and community professionals and is 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.</i></p> <p>The Vision and Mission Statements are posted throughout the campus to encourage stakeholders to remember the goals of the school</p> <p><b>Current Educational Research</b> The school’s structure of Small Learning Communities are based on research supporting the belief that with personalized instruction and the proper guidance students may achieve at higher levels. The following seven principles of Small Learning Community (SLC’S) were used during the planning of the SLC’s: <i>Vision and Identity, Equity and Access, Personalization, Standards Based Curriculum, Accountability and Leadership, Collaboration and Parent and Community Engagement, and Professional Development.</i></p> <p>The adoption and expansion of our academic and Career &amp; Technical Education (CTE)-based SLC’s are meant to facilitate collaboration for planning and delivery of instruction providing a stronger post-secondary connection for our students.</p> <p><b>District Support</b> The Los Angeles Unified School District Board of Education sets all policy within</p>	<p>School of Redesign Network Small Learning Community Plan Rubric Bulletin 1600 for SLC’s:</p> <ul style="list-style-type: none"> <li>• Leadership Academy (public service)</li> <li>• Biomedical, Health &amp; Fitness Academy</li> <li>• D.R.E.A.M.S.T. (performing arts) Academy</li> <li>• Teaching Careers Academy</li> <li>• Freshman Academy</li> </ul> <p>California Department of Educational Career Technical Education Report</p> <p>LAUSD Board policy</p>
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<p>LAUSD and determines procedures for implementing Federal and State mandates. The central District offices provide direction to the local districts. There are eight local districts in LAUSD. JFK is part of LAUSD Local District I. Local District I has 123 schools and if it were independent, would be the 4<sup>th</sup> largest school district in the state of California. The school’s purpose is supported and monitored by the Board of Education, which delegates the task to specific Central District offices and to the Local District Superintendent. Additionally, the Board supports JFK’s instructional program through:</p> <ul style="list-style-type: none"> <li>• One full time math coach and a full time literacy coach, who organize the delivery and implementation of District mandated Benchmark Assessments as well as their calculation, and distribution of data.</li> <li>• Logistical support for computer equipment maintenance</li> <li>• One full time career advisor/ROP advisor</li> <li>• One full time college counselor</li> <li>• One part time Title I coordinator</li> <li>• One part time Bilingual coordinator and testing coordinator</li> <li>• Maintenance &amp; Operations staff</li> <li>• Subject matter specialists</li> </ul> <p><b>Expected Schoolwide Learning Results</b> The Expected Schoolwide Learning Results were developed collaboratively by stakeholders and are posted in every classroom and office in our campus. They are sent home to parents and are posted on our website. The ESLR’s were reviewed by stakeholders and modifications were suggested. Students are reminded of the</p>	<p>LAUSD website (lauds.net) Position control report Technology Maintenance logs Single Plan for Student Achievement and Budget Assurances inside CEAC and SSC Binders ELA and Math Coach logs</p> <p>John F. Kennedy High School Expected Schoolwide Learning Results Statement Kennedy website (jfkcougars.org) Professional Development agendas Parent Newsletters Parent meetings</p>
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<p>purpose of academic rigor and the “why” of academic lessons by being directed to revisit the ESLR’s, which state JFK graduates will be:</p> <p><b>Effective Communicators who will:</b>  <i>Write and speak clearly and coherently</i>  <i>Read for comprehension</i>  <i>Listen for understanding</i>  <i>Use technology proficiently and appropriately</i></p> <p><b>Effective Thinkers who will:</b>  <i>Apply prior knowledge to new situations</i>  <i>Probe for further understanding</i>  <i>Analyze, evaluate, interpret</i>  <i>Find innovative solutions to problems</i></p> <p><b>Effective Team players who will:</b>  <i>Work in a group toward a common goal</i>  <i>Commit to a quality group effort</i>  <i>Offer support to others</i>  <i>Show respect to themselves and others</i></p> <p><b>Responsible individuals who will:</b>  <i>Exercise self-discipline</i>  <i>Take responsibility for their own learning</i>  <i>Resolve conflicts effectively</i>  <i>Focus on post-secondary education and career goals</i></p> <p><b>Local District Guidance</b>                  The Local District has directed all schools within Local District I to implement a SDAIE strategy of the month. The SDAIE strategy is selected by Local District I. With the input of the Literacy Coach and Literacy Cadre, the Kennedy staff not only implemented the SDAIE strategy of the month, but also connected the strategy to an ESLR of the month. Department Chairs received professional development on the</p>	<p>Presentations                  Discussions                  Observations                  Participation                  Following directions                  Writing at the college level</p> <p>Academic rigor                  Anticipation guide                  Brainstorming activities                  Performance on district assessments</p> <p>Peer groups                  Group projects</p> <p>Service Learning                  IMPACT                  Link Crew                  Increased student attendance                  CAHSEE                  College classes                  SAT/Tutoring</p> <p>ESLR &amp; SDAIE strategies of the month</p>
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<p>ESLR and SDAIE strategy of the month. Once given this training, each department structured its professional development so that the SDAIE strategy and ESLR of the month could be implemented. Departments then notified administrators of the date and class period for the implementation of the SDAIE strategy and ESLR of the month. Administrators then visited classrooms to observe the strategy. Our school-wide SDAIE and ESLR of the month program encourage teachers to align their curriculum and instructional strategies with the school-wide goals, making the process of reaching our goals transparent to all stakeholders.</p>	
<p><b>Student Needs</b> Our master schedule of classes is created to allow opportunities for all students to achieve at high levels. Advanced Placement and Honors classes are open to all students. Currently, 60.2% of students are enrolled in A-G courses. During the 2007-2008 school year, 57.9% of students passed A-G courses with a grade of “C” or better. Kennedy is committed to supporting high levels of academic achievement. Per District mandate, all students have access to A-G classes.</p>	<p>Master program Advanced Placement (AP) courses Honors courses Class lists Counseling records Chapter 1 student data</p>
<p>The AVID program is designed to help traditionally underserved students prepare for college.</p>	<p>AVID counseling records AVID teacher meetings</p>
<p>Special Education students are “mainstreamed” per IEP goals.</p>	<p>Special Education office records Counseling office records Special Education coordinator records</p>
<p>We have established a partnership with the Los Angeles Virtual Academy (LAVA) to offer on-line Advanced Placement and</p>	<p>LAVA classes/rosters Advanced Placement rosters Master schedule</p>

<p>college courses both before and after school. Therefore, increasing the level of access for our students. Kennedy currently has 15 traditional Advanced Placement courses and 3 additional LAVA classes.</p> <p>The School Site Council with representation from all stakeholders, reviews, evaluates, and monitors the Single School Plan to ensure all categorical expenditures are aligned with school-wide goals and a vision that directly supports student achievement.</p> <p>The Single School Plan (SSP) is based on an analysis of student data, and through its current up-to-date demographic, socio-economic and achievement information is available to all stakeholders, along with our WASC Action Plan, provides a process to monitor achievement of ESLR's for <u>all</u> students.</p> <p>Local District I staff has monthly meetings with the Title I and Bilingual Coordinators to provide guidance in the appropriate use of funds and resources.</p> <p>All budgets must be used to address the critical areas of academic need, must receive approval from the Local District, and are based on instructional priorities derived from data analysis.</p>	<p>SSC Meeting Agendas Minutes</p> <p>Single Plan for Student Achievement WASC Action Plan (Chapter 5)</p> <p>Local District 1 agendas and sign-in sheets ELAC Parent members</p> <p>Budget justifications Budget approval by Local District 1 Budget expenditures</p>
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**A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the Expected Schoolwide Learning Results and academic standards based data driven instructional decisions for the school?**

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

**To what extent does the governing board monitor results regularly and approve the single action plan and its relations to the Local Education Agency plan?**

*Summary of Findings:*

John F. Kennedy High School's mission and Expected Schoolwide Learning Results are aligned with the Los Angeles Unified School District's and California State Department of Education's goals and expectations of a rigorous, standards-based curriculum and instructional program. Stakeholders for all areas are given the opportunity to be involved in the governing process.

John F. Kennedy High School is a LEARN Governance school community. The LEARN Governance Council is co-chaired by the principal and the United Teachers of Los Angeles (UTLA) Chapter Chair. Its purpose is to provide input and influence decision-making in a collaborative manner by representatives of the five stakeholder groups. Faculty: 1 UTLA Chapter Chair, 8 elected teachers and 2 alternates; Administration: 1 Principal (or alternate); Parents/Community: 5 elected parents (2 alternates); Students: 1 representative (2 alternates); Classified (2 representatives, 1 alternate).

The school has various governing boards such as: LEARN, Curriculum Council, Compensatory Education Advisory Committee (Title 1 Oversight), School Site Council, English Language Advisory Committee (Bilingual). Each council is mandated to have representation from the various community stakeholder groups. These councils and committees review data and collaborate to ensure that all our educational policies and bylaws are aligned with the needs of our student population and are in alignment with our mission and vision statements. The advisory committees submit recommendations and modifications to the School Site Council (SSC), which makes changes in the Single Plan for Student Achievement (SPSA). The SPSA is aligned with the WASC and Program Improvement (PI) Action Plans. Staffing and budget then align with the SPSA/PI/WASC Action Plan.

Findings	Evidence in Support of Findings
<p><b>Governing Board Policies and Bylaws</b>                      The LEARN committee has the following subcommittees: Budget Committee (Instructional Material Acct and Donation Acct), Attendance Committee, Discipline Committee, Scheduling Committee, Safety Committee, Staff Development Committee, Ad Hoc Web, and Technology Committee. Additional committees are created on an as needed basis. The LEARN committee addresses issues that are brought to the floor by the administration, Curriculum Council, Site Council, parent groups, Student Leadership, or by way of informal presentations by any member of the school community. The LEARN committee meets twice a month (see graphic organizer in appendix for more information).</p> <p><b>Curriculum Council</b> is chaired by the Principal. Members include: Principal, department chairs, coordinators, Assistant Principals, WASC coordinator, and SLC lead teachers. Instructional concerns are reviewed, the master program of classes, and the developing SLC's are discussed, and input from the departments is requested. Department Chairs serve as the direct link between the administration and the department members. The Curriculum Council meets on a monthly basis.</p> <p><b>CEAC Compensatory Education Advisory Committee.</b> CEAC is chaired by an elected member. Members include: seven parents, four teachers, and one student. CEAC is responsible for reviewing the school's Single Plan for Student Achievement. Its role is to advise the</p>	<p>LEARN minutes/agendas                      LEARN sign-in sheets                      Monthly calendar of events                      Subcommittee minutes/agendas/sign-ins</p> <p>Curriculum Council minutes/agendas                      Curriculum Council sign-in sheets                      Monthly calendar of events</p> <p>CEAC minutes/agendas                      CEAC election results                      CEAC sign-in sheets                      Monthly calendar of events                      CEAC budget justifications/expenditures                      "Connect-ED" phone message to parents</p>

<p>principal on the development of an effective educational program that will raise student achievement for Title I students. It reviews student achievement data and makes budget recommendations in support of the Title I students. The recommendations are then sent directly to the School Site Council for approval. CEAC meets once a month.</p> <p><b>ELAC English Learner Advisory Committee.</b> These elected committee members are as follows: seven parents of students in the ESL/Sheltered English program, two teachers, and one administrator. ELAC is responsible for a collaborative review with the EL coordinator for the implementation of the Bilingual Master Plan for English Learners, a school needs assessment, language census, parent involvement, and staff development. Recommendations for budget allocations and changes in the Single Plan for Student Achievement are forwarded to the Site Council.</p> <p><b>SSC School Site Council</b> is the decision-making council for categorical budget matters and for the review of the Single Plan for Student Achievement. The members are as follows: one principal, four elected teachers, three students, three elected parents.</p> <p><b>Monitoring System</b> They revise and recommend the annualization of the Single Plan, including proposed expenditures of funds allocated for our categorical expenses. The SSC is responsible for review of student data in regards to academic achievement. The</p>	<p>ELAC minutes/agendas ELAC sign-in sheets Bilingual Master Plan Monthly calendar of events “Connect Ed” phone message to parents Bilingual budget justifications/allocations Bilingual Coordinator records Master Plan for English Learners</p> <p>SSC Minutes/agendas. SSC sign-in sheets Monthly calendar of events “Connect Ed” phone message to parents Single Plan for Student Achievement WASC Action Plan</p>
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<p>SSC also reviews program effectiveness, modifies the plan to reflect the changing needs of related to student achievement, and reviews recommendations from the appropriate advisory committees. Action plans are monitored by the District and State, as well as the school site School Site Council.</p> <p>Both the central district and the local district continually examines the categorical program budgets to be certain that the budgetary allocations are in line with the needs identified in the Single Plan for Student Achievement. Through the work of these various committees, collaborative decision-making has been institutionalized into the JFK school culture.</p>	<p>Local District I Fiscal Specialists records Title I budget allocations/justifications Bilingual budget allocations/justifications Single Plan for Student Achievement Action Plan (Chapter 5)</p>
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**A3. To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?**

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

**Summary of Findings:**

The school leadership and staff make decisions and initiate actions on a yearly basis, based upon the newly released CST data, CELDT data, AMO's, quarterly assessments for the four core academic areas: English, mathematics, science, and social studies. Additionally we look at CAHSEE results, data provided by the Central District Office and information from categorical program advisory committees. As needed, during each school year, the school leadership and staff monitor and refine the Single School Plan based on analysis of data aligned with the identified needs of students. Since our last WASC visit, we have improved significantly in our use of data to drive our instructional practice.

The Single Action Plan for Student Achievement (SAPSA) is revised by the various governing committees and approved by School Site Council as areas of need are identified. Data analysis determines instructional needs and budgetary priorities. Once the instructional needs are identified, the findings are shared with the stakeholders. The 2007-2008 Single Plan for Student Achievement identified the following priority areas of need: 1) bridge the achievement gap between various subgroups; 2) improve AYP scores in student literacy and mathematical skills; 3) improve CST scores for ELL's and students identified with Exceptional Needs.

Findings	Evidence in Support of Findings
<p><b>Monitoring of Schoolwide Action Plan</b>                      The School Site Council (SSC) in collaboration with the Compensatory Educational Advisory Committee (CEAC) participated in the modification and revision of the 2007-2008 Single Plan for Student Achievement action plan.</p> <p>The Single Plan identifies the critical areas where adequate yearly progress was not made, such as subgroups not meeting AYP goals, or other areas, which require monitoring. In addition, the SSC approved categorical fund expenditures to support those areas (tutoring, CAHSEE Prep, etc.). As a Program Improvement Year I (PI) school, additional resources were allocated to Kennedy High School by the Federal government for the implementation of intervention programs. These programs include both after school and Saturday School classes designed to target our most “at risk” students. Following a needs assessment, it has been determined that these programs will be fully implemented in 2009.</p> <p>As a result of that data analysis, concerns remain in regards to:</p> <ul style="list-style-type: none"> <li>• the gap in achievement for the African American and Hispanic students when compared to white and Asian student populations.</li> <li>• Students are also having difficulty reaching proficiency in English</li> <li>• Students are also experiencing difficulty in mathematics.</li> </ul>	<p>Single Plan for Student Achievement Benchmark Assessments:</p> <ul style="list-style-type: none"> <li>• Math</li> <li>• English</li> <li>• Science</li> <li>• Social Studies (2009)</li> </ul> <p>CELDT Scores                      CST Scores</p> <p>LEARN meeting agendas                      SSC meeting agendas                      Program Improvement Action Plan                      Saturday School                      Tutoring programs                      Action Plan (Chapter 5)</p>

<p>These topics will be addressed in our Self-Study Action Plan.</p> <p>The LEARN Governance Council advises the school on various areas, such as attendance, discipline, IMA, professional development, calendar, and bell schedules.</p> <p>The purviews of the LEARN Governance Council are clearly stated in the United Teachers Los Angeles (UTLA) contract.</p> <p>The ELAC and CEAC Councils meet monthly and provide advisory input on categorical budgets and resources.</p> <p><b>School Leadership Decisions</b> Based on 9<sup>th</sup> grade achievement data and previous WASC recommendations, an active Freshman Academy was established and focuses on core academics, effective study habits, and character building. During the summer months, ninth grade students performing at “Basic,” “Below Basic,” or “Far Below Basic” in English and mathematics are encouraged to enroll in the Summer Transition Program. Pre-registration activities, Link Crew support activities, a part-time Freshman Academy Advisor, two Freshmen Academy Counselors and after-school activities are provided for incoming 9<sup>th</sup> grade students to help with the critical transition from middle school to high school.</p> <p>An example of how data analysis resulted in instrumental modifications is our</p>	<p>LEARN minutes/agendas/sign-ins</p> <p>ELAC and CEAC minutes/agendas/sign-in</p> <ul style="list-style-type: none"> <li>○ Budget assurances</li> <li>○ District approved justifications</li> <li>○ Calendar of parent meetings</li> </ul> <p>2 designated 9<sup>th</sup> grade counselors 3 Freshman Orientations for students and parents</p> <ul style="list-style-type: none"> <li>● Evening with Kennedy – incoming 9<sup>th</sup> graders and parents</li> <li>● Two different 9<sup>th</sup> grade orientations</li> </ul> <p>One part-time 9<sup>th</sup> grade academy coordinator Summer School rosters of enrolled students</p> <ul style="list-style-type: none"> <li>● Summer Transition student applications during after school hours</li> </ul> <p>Freshmen Academy monthly newsletter Freshmen Academy brochure</p> <p>Link Crew activities:</p> <ul style="list-style-type: none"> <li>● Freshmen Orientation</li> <li>● Friday Homeroom visits and mentoring of students</li> <li>● Turkey Bowl</li> <li>● Football Tailgate Party</li> </ul> <p>Tutoring schedule and Sign in sheets available in Title I office</p>
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<p>implementation—based on defined needs of several academic intervention programs. Core content teachers provide after-school tutoring four days a week for students in need of additional assistance. Additionally, many teachers are available before school, during lunch, and after school. Math tutoring is also offered to provide students with additional assistance.</p>	<p>Allocation of Title I funds to pay for tutors Allocation of Bilingual funds for tutoring Allocation of Program Improvement funds for tutoring CAHSEE Boot Camp TSP</p>
<p>As a Program Improvement Year 1 school, Kennedy has received the funding needed to establish an after school peer tutoring program. During this program, high achieving students help to mentor some of our more “at risk students.” These “at risk” students are selected based upon, but not limited to, their CAHSEE &amp; CST results, and an analysis of the 10-week marks. Some groups that receive tutoring support are: African American, ESL, Special Education, and 9<sup>th</sup> Grade students. The program is relatively new and more data will be made available at the start of spring semester in 2009.</p>	<p>Expenditure and justification of Program Improvement budget Peer tutoring sign-in sheets</p>
<p>CASHEE Intervention classes are embedded in the master program during the instructional day, after school class and mandated intervention for seniors. The Kennedy intervention program is very successful based upon the data collected by the coordinator. The pass rate for the students attending the after-school intervention class is 75.8%. The “Boot Camp” intensive intervention for those seniors who have not passed one or both parts of the CAHSEE exam refocuses students, providing review, and gives test-taking strategies, and gives positive reinforcement as the students prepare for the exam.</p>	<p>Master program Student enrollment CAHSEE intervention coordinator records CAHSEE scores/ data Beyond the Bell enrollment Boot Camp enrollment/rosters Student assemblies</p>

<p>School councils, as appropriate, annually monitor and refine the Single Schoolwide Action Plan as benchmarks are met and as areas of focus emerge from newly released assessment data. Updated information is made available to faculty and committee members.</p> <p>Small Learning Communities have the ability to provide closer monitoring of student achievement.</p> <p>The Los Angeles Unified School District provides the core academic departments: (English, Math, Science, and Social Studies) with the training needed to analyze the LAUSD Secondary Benchmark Assessments and modify their instructional practices to meet the academic needs of students. The data is calculated and made available on the LAUSD website</p> <p>The School Site Council has approved additional funding to lower the class size for after-school CAHSEE classes beyond the funding offered by LAUSD.</p> <p>The school schedules four school-wide parent-student-teacher conference nights in order to provide time for teachers and parents to collaborate for student achievement. In addition, a variety of classes are offered to parents in the Kennedy Parent Center during the</p>	<p>Amendments to Single Plan  DSS reports  STAR reports  SLC Plans  Student progress reports  Mark Reporting data  Professional development schedule  Gifted/Talented  Honors</p> <p>Graduation rate for Magnet and Teaching Careers Academy  Freshman Academy awards presentation notes, anecdotal records  Freshmen marks in English have improved with the introduction of the academy  Mark Reporting data  Student attendance rates have improved</p> <p>Students results on LAUSD website (lausd.net)  Local District mandated professional development dates for data analysis  Professional development calendar</p> <p>Budget allocations/justifications  LAUSD teacher/student ratio</p> <p>Two PHBAO parent conferences (Fall &amp; Spring)  Back to School Night (Fall)  Open House (Spring)  Parent newsletters issued four times a year  Parent workshops held on a regular basis in the Parent Center</p>
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WASC 2009

<p>academic year. These courses include:(English, Math, Science Social Studies), ESL classes, Health and Fitness classes, college workshops and the Parent Book Club.</p>	<p>Two parent representatives provide the school with additional needed support</p>
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**A4. To what extent does the qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?**

***Summary of Findings:***

John F. Kennedy High School facilitates teacher preparation and ongoing professional development that are directly related to addressing the identified Critical Areas of Academic Needs (CAAN's) and District initiatives. Core academic teachers have received training in calibrating instruction to grade-level standards. Fourteen designated professional development days allow time for departments to collaborate on curriculum design, examine student work, and share best practices. Professional development is both ongoing and targeted toward student achievement of our ESLR's. Standards-based Benchmark Periodic Assessments are required in all core subjects. Teachers are able to access class data from those assessments that allow re-teaching of standards to entire classes, or individual students. Although Kennedy has made recent progress in the planning and organization of professional development activities, only 50% of faculty members reported that they benefit from collaborative planning and problem-solving during professional development. This remains an area of growth that will be addressed in our Action Plan.

All SLC's are composed of interdisciplinary teachers who meet to address and reward student progress.

New teachers are given not only District induction (40 hours) but also a series of Kennedy New Teacher meetings and an orientation that provides a forum to discuss school policies, District policies, mentoring opportunities, and question/answer time. Teachers new to the profession are provided BTSA support, which includes a mentor for the first two years. LAUSD also requires that new teachers are given no more than two preparations, may not travel, and are asked to not take on adjunct assignments.

Findings	Evidence in Support of Findings
<p><b>Highly Qualified Staff</b>                      John F. Kennedy High School is comprised of a highly qualified staff, which is committed to student achievement. Data outlines that 92% (140 of 152) of teachers, counselors, and administrators are fully credentialed. Of these, 43% (66) hold Masters Degrees, with another six in the process of obtaining them. Seven hold a PH.D, and three have Law Degrees. JFK also has two Nationally Certified (NBC) teachers.</p> <p>Kennedy High School has a literacy coach and a mathematics coach who both provide guidance and mentoring to all teachers, but especially new and/or struggling teachers. Both coaches also attend departmental meetings. Coaches model lessons and instructional strategies for various teachers across all content standards.</p> <p><b>System of Preparation</b>                      The Administrative staff provides guidance and mentoring for all new teachers through the new teacher orientation and monthly meetings throughout the year. Teachers at the school site also receive ongoing teacher support from department chairs, and BTSA providers. Teachers in the BTSA program are identified by LAUSD and supported both at the school site and at the district level. Summer meetings for new teachers are attended and facilitated by a new teacher mentor and the literacy coach.</p> <p>Technology training as needed held on Saturdays provides support for new teachers looking to implement technology in the classroom.</p>	<p>Staffing reports/data                      Faculty Directory booklet                      Faculty survey                      LAUSD credentialing records                      California Department of Education records</p> <p>Classroom observation calendars in Literacy and Mathematics coaching logs                      Facilitation of professional development activities by both coaches                      Weekend and summer workshops                      Calendar of monthly meetings</p> <p>LAUSD BTSA eligibility rosters                      Agendas for New Teacher Orientation                      Calendar of monthly new teacher meetings.                      Local District I BTSA records</p> <p>Master calendar of events with professional development dates                      Saturday sign-in sheets/agendas</p>

<p><b>Professional Development</b></p> <p>With the input from our Professional Development Committee, Literacy Cadre, and Curriculum Council departments are provided with professional development time to develop instruction related to the core academic standards and evaluate student outcomes. In addition, LAUSD has mandated professional development dates for the core departments to analyze Secondary Benchmark Assessment data.</p> <ul style="list-style-type: none"> <li>• Department chairs lead professional development on a regular basis</li> <li>• Department chairs provide input in the creation of the WASC Action Plan</li> <li>• All teachers are provided with opportunities during the school year to provide input on future professional development topics</li> <li>• Departments are developing and implementing lessons and assignments that are based on our CAAN's and ESLR's</li> <li>• The Literacy Coach, Math Coach, Literacy Cadre, and Local District I work to establish the SDAIE strategy and ESLR of the month that are being implemented by teachers on a monthly basis.</li> </ul> <p>The District sponsors a variety of workshops. Recently the LAUSD has established workshops for the use of benchmark assessments in the core content areas of English, Math, Social Studies, and</p>	<p>Professional Development Committee agendas/minutes/sign-in sheets  Curriculum Council minutes  Literacy Cadre Agenda  LEARN minutes/sign-ins</p> <ul style="list-style-type: none"> <li>• PD agendas</li> <li>• School Calendar</li> <li>• District Benchmark Periodic Assessments</li> <li>• Buy back days agendas</li> </ul> <p>WASC Action Plan  Professional development agendas</p> <p>Participation at conferences training such as:</p> <ul style="list-style-type: none"> <li>• CABE conference</li> <li>• AVID summer institute</li> </ul>
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**A5. To what extent are leadership and staff involved in ongoing research or data based correlated professional development that focuses on identified student learning needs?**

*Summary of Findings:*

The John F. Kennedy High School stakeholders are committed to meeting the academic and social needs of our diverse student population. Data analysis is increasingly utilized in order to determine the best instructional practices and to form a rationale for all budgetary decisions.

Professional development activities are planned at both the District and school level, all focused upon data analysis of student achievement. At the school site, the Professional Development Committee, Literacy Cadre, and Curriculum Council all consisting of teachers, coordinators, coaches, and administrators meet on a regular basis to plan professional development activities that are based on student achievement data, department recommendations, central district and local district mandates. This year's local district mandate requires the implementation of one SDAIE strategy per month across all content standards. The SDAIE strategy of the month is selected by Local District I. With the input of the Literacy Coach, Math Coach, and Literacy Cadre the Kennedy staff has been able to connect the SDAIE strategy of the month with the ESLR of the month. Teachers lead their own professional development and then notify administrators of when the SDAIE and ESLR of the month will be implemented. Administrators enter classrooms to observe the monthly strategy and provide input.

LAUSD now requires that all students have access to A-G courses. Schools are also required to document the reasons why a student would not be enrolled in A-G courses. In addition, all schools have been told to form and implement a plan for "Closing the Achievement Gap." Currently, 60% of Kennedy students are enrolled in A-G courses. Of those students enrolled in A-G courses, 57% of students are passing classes with a grade of "C" or better. 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.

In collaboration with the Office of School Redesign, Kennedy High School wrote Bulletin 1600 to create the Kennedy SLC Plans based upon research that supports the development of small schools to foster the connections necessary for student achievement.

The ELA and Math coaches work with academic core departments to assess and evaluate alignment with standards and increase literacy across the curriculum to bridge the

achievement gap. Numerous staff members hold or are pursuing advanced degrees, are working toward administrative credentials, or have attended conferences and workshops where current educational research and student data are emphasized.

<b>Findings</b>	<b>Evidence in Support of Findings</b>
<p><b>Professional Development</b>                      Professional development has been focused on areas of our Single Plan for Student Achievement. These areas include:</p> <p>Closing of the achievement gap</p> <ul style="list-style-type: none"> <li>• Use of SDAIE strategies</li> <li>• Improving student literacy</li> <li>• Improving student performance in mathematics</li> <li>• Development of SLC's</li> <li>• Writing across the curriculum</li> </ul> <p>Professional development has also included:</p> <ul style="list-style-type: none"> <li>• The review and development of the Small Learning Communities</li> <li>• Response to identified student needs</li> <li>• Grade-level collaboration in core subjects</li> <li>• Review of benchmark assessments</li> </ul> <p>Kennedy High School staff and leadership are working towards ensuring that all courses are integrating lessons that target the Critical Areas of Academic Need of our students. Course curriculum is aligned with the ESLR's.</p> <p>During professional development, the faculty analyzes and discusses student data to find areas of student need. The data used by departments to drive instruction and provide opportunities for further staff</p>	<p>Professional Development agendas                      Administrator classroom observation logs                      Peer observation data                      Student data                      Professional Development Committee minutes                      District Benchmark Assessments                      Action Plan (Chapter 5)</p>

<p>development focus topics.</p> <p>The core classes (Math, English, Science, and Social Studies) are implementing District mandated periodic benchmark assessments that are standards-based, and teachers receive professional development on how to do so.</p> <p>Staff members are encouraged to attend conferences and trainings to enhance their educational and professional strategies. Advisors, coordinators, SLC lead teachers, ELA and mathematics coaches have received specialized training to provide support. ELA coach has also provided support for teachers in need of additional assistance.</p> <p>Saturday and after school workshops are offered to staff on the use of technology in the classrooms. These workshops include: the use of a computerized grading program (Easy Grade Pro), the use of the new Digital Library computer lab, the use of LCD projectors and additional workshops on the use of the internet for the purpose of research.</p> <p>ELA and Math coaches work with core department teachers to assess and evaluate alignment with standards, increase literacy across the curriculum, bridge the achievement gap for struggling students, and work to improve the collaboration within and between departments. They also provide assistance and training in the Design Lessons developed by the District.</p> <p>In addition to using data to drive</p>	<p>Conference request forms located in the Main Office</p> <p>Participation training at:</p> <ul style="list-style-type: none"> <li>• CABE conference</li> <li>• AVID summer institute</li> <li>• TCAP Collaborative Design Institute</li> <li>• CAAE annual conference</li> <li>• Welligent training</li> <li>• DOTS training</li> <li>• DBR training for IEP compliances</li> <li>• California League of High Schools</li> <li>• District annual update meeting for Counselors</li> <li>• Annual UC update meeting for College Counselor</li> <li>• National CTE annual conference</li> <li>• AP training</li> <li>• Crisis management training for Counselors and other members of the Crisis team</li> </ul> <p>Classroom observation calendars located in ELA and Mathematics Coaches Logs</p> <p>On-site professional development led by teachers has included:</p>
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<p>professional development, the staff is surveyed to determine relevant professional development. Kennedy's leadership then uses this feedback, as well as data, to arrange and budget for professional development and other training opportunities available throughout the year.</p>	<ul style="list-style-type: none"><li>• SDAIE</li><li>• Technology in the classroom</li><li>• Writing across the curriculum</li><li>• Classroom management (including dealing with bullies, the effect of socio-economics on classroom behavior)</li><li>• Special Ed inclusion – helping Special Ed students in the classroom</li><li>• Techniques to improve literacy (including use of organizers, summarizing (GIST), note-taking (Cornell))</li></ul>
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**A6. To what extent are the human, material, physical and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support accomplishing the academic standards and the expected schoolwide learning results?**

*Summary of Findings:*

John F. Kennedy High School, in order to maximize the efficacy of the instructional program(s), distributes the human, material, physical, and financial resources according to the CAANs of our students. In our faculty survey, 62% of teachers “agreed” or “strongly agreed” that they have adequate supplies and supplemental materials for their classrooms. In our parent survey, 99% of parents revealed that their children had textbooks for math, science, social studies, and English to take home. The school leadership and governing boards allocate resources equitably in compliance with the legal intent of the program(s). Resources are allocated for 1) enrichment; 2) intervention; 3) expansion of successful programs; 4) maintenance of effective programs. Data analysis continues to be a primary factor in the instructional decision making process.

Various advisory councils and committees provide input in order to ensure that academic standards and the Expected School-wide Learning Results are targeted and met. These advisory groups include *LEARN*, Curriculum Council, Compensatory Education Advisory Committee (Title 1 Oversight), School Site Council, English Language Advisory Committee (Bilingual). These councils and committees review data and collaborate to ensure that all our educational policies and bylaws are aligned with the needs of our student population and are in alignment with our mission and vision statements. The advisory committees submit recommendations and modifications to the Site Council, which makes changes in the Single Plan for Student Achievement (SPSA). The SPSA is aligned with the WASC Action Plan. Staffing and budget then follow the changes in the SPSA. In addition, Kennedy actively seeks additional funds through grant applications, and has had success in being awarded grants from various sources.

Findings	Evidence in Support of Findings
<p><b>Human Resources</b> Kennedy has hired and/or solicited supplemental personnel to provide additional services to support the achievement of all students. We have aligned our supplemental human resources with our identified areas of academic need and ESLR’s. With an increase in responsibilities related to special education compliance, additional support services help to meet the growing needs for more counseling for “at-risk” students.</p> <p><b>Material and Physical Resources</b> Students are given the opportunity to visit various educational facilities to enhance their learning experience and increase their motivation to be life long learners. Additional resources were given to allow increased access to the library and college advisor’s office. Examples include:</p> <ul style="list-style-type: none"> <li>• AVID trips to local colleges and universities</li> <li>• Freshmen Academy visit to local</li> </ul>	<p>Diploma Project Advisor Two days of PSA services School Psychologist Magnet Coordinator Career Advisor College Advisor Part-time College Center Assistant School Nurse SAS/GATE Coordinator AVID Coordinator AVID Tutors (7) Literacy Coach Math Coach Special Education Coordinator Special Education Assistants (48) Bilingual Assistants (6) Part-time Bilingual Coordinator Diploma Project Advisor Part-time Testing Coordinator Part-time Pupil Service and Attendance Counselor Part-time Title I Coordinator Freshman Academy Coordinator D.R.E.A.M.S.T. Academy Lead Teacher Teaching Careers Academy Lead Teacher Two Parent Representatives Library Assistant Five Campus Aides</p> <p>School Calendar displays field trip schedule and participants English classes Math classes Nutrition classes Local colleges and universities Social Studies classes Math classes</p>



<p>school offers algebra readiness, support for those students who do not pass Geometry A, and support for those students who do not pass Algebra 2.</p> <p>An after school intervention class in collaboration with Kennedy Adult was instituted in the Spring, 2007 in support of student achievement. In Language Arts the school offers Developing Readers &amp; Writers Course (DRWC), English Language Skills, and CAHSEE Prep.</p> <p>As a Program Improvement Year 1 school, Kennedy has received funding to extend the after school intervention program to offer peer tutoring and begin the establishment of Saturday School (2009) for some of our most “at risk” students.</p> <p>The Health academy has expanded into a Biomedical, Health and Fitness SLC.</p> <p>Carl D. Perkins federal funds have been used to initiate, modernize, expand, or update Career Technical Education programs with technology and equipment. For example, Perkins has helped to expand our CTE offerings; ROP/ROC funding has allowed us to increase CTE offerings.</p> <p>Four SLC’s have been awarded various grants to support their focus.</p> <ul style="list-style-type: none"> <li>• Health Academy received the “Health Kids Grant.”</li> <li>• Teaching Academy received the CTE Grant and the First Financial Teacher Grant</li> <li>• Freshman Academy received the Fedco Grant</li> <li>• The performing arts academy (DREAMST) received both the</li> </ul>	<p>Master schedule of classes</p> <p>Class rosters Adult School master schedule Master schedule of classes Class rosters</p> <p>Bulletin 1600</p> <p>Perkins Grant Budget justifications</p>
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<p>Walmart and Target Community Grants</p> <p>The Magnet Program of Architecture and Digital Arts continues to engage students with a combination of academic requirements and strands that increase student involvement.</p> <p>English, mathematics, science and social science textbooks have been purchased and are aligned to the academic standards. All schools in LAUSD are required to have sufficient textbooks for all students in all core subjects, plus Health and Foreign Language. The Williams Committee certifies sufficiency each school year, and Kennedy has been 100% compliant each year we have been visited.</p> <p>Further architectural modifications (in the planning stage) will support SLC goals of functioning in contiguous space.</p> <p>The Freshmen Academy is provided with funding so that all 9<sup>th</sup> grade students have the opportunity to visit a local college or university</p> <p>The School Library Improvement Block Grant provides two out of classroom periods for the Coordinator during the first year of implementation in order to assist in the transition.</p> <p>Kennedy High School uses its various resources to meet the instructional needs of students.</p> <p>The Freshman Academy has been relocated into central area on campus to facilitate the sense of community and collaboration.</p>	<p>Magnet Program vision and mission</p> <p>LACOE Williams certification</p> <p>Budget allocations/justifications</p> <p>Budget assurances Master Schedule Magnet Schedule Master Schedule Perkins Inventory Reports</p>
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<p>Each SLC Lead Teacher this year will have a District paid period out of the classroom to assist in the development and monitoring of the SLC.</p> <p>ELA and Math coaches are assigned and paid by the District. They work with core department teachers to assess and evaluate alignment with standards and increase literacy across the curriculum and bridge the achievement gap for struggling students.</p> <p>The use of Tele-Parent (through 2007-08) provided immediate information to parents from teachers in regards to attendance, homework to discipline. The Los Angeles Unified School District has recently mandated that we replace the Tele-Parent Program with the “Connect-ED” telephone system that apparently is working as well, as the Tele-Parent system. The District also provides a service that informs parents whenever a student misses a class. The “Connect-ED” program was adopted by LAUSD in 2008 as a new method for communicating with parents. In our parent survey, 99% of parents reported being satisfied with the communication being received from the school and the Tele-Parent/ Connect Ed telecommunication system.</p> <p>College Advisor holds parent meetings and workshops for those parents who need information on colleges and universities, applications and financial aid.</p> <p>Our classified staff numbers 114 and is comprised of paraprofessionals, campus security personnel, cafeteria, and custodial</p>	<p>Title I and IMA Budget justification Coaches Logs Professional Development Agendas</p> <p>Tele-Parent data Connect-ED</p> <p>College Center records Parent Center records</p>
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<p>staff. The classified staff is a valued group of professionals that are utilized in accordance with the legal intent of the program to support accomplishing the instructional program to help students meet the academic standards and the expected schoolwide learning results.</p> <p>Kennedy is dedicated to utilizing its physical plant to support accomplishing the academic standards and the expected schoolwide learning results. JFK offers students: a new English Department Computer Lab and a new Computer Lab accessible to the entire school in the Library. In total, Kennedy High School has 720 computers on campus. On average, Kennedy has 1 computer for every 4 students on campus. Additionally, a Los Angeles Virtual Academy (LAVA) classes are now available allowing us to increase the number of Advanced Placement offerings.</p> <p>Last year, JFK's Bulletin 1600, a comprehensive plan for reconfiguration into Small Learning Communities (SLC's), was approved by the LAUSD Board of Education. The Kennedy faculty and staff, in an effort to increase the effectiveness of SLC's, have begun the process of moving into contiguous space. During the 2007-08 school year, over 40% of teachers were relocated to provide this for our Freshman Academy, which is currently located in the South Parking Lot bungalow area, and for the Magnet school in the B building. Although a slow process, efforts are being made to provide contiguous space for other Small Learning Communities.</p>	<p>Computer labs/logs LAUSD technology survey LAVA enrollment Technology Committee input</p> <p>Bulletin 1600</p>
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**Areas of Strength**

1. John F. Kennedy High School's leadership and staff are committed to continuous improvement of student achievement through differentiated professional development based on data analysis.
2. School governance committees, including the categorical program, work collaboratively and meet on a regular basis to address students' progress and discuss possible accommodations and modifications.
3. Allocation of resources and funds are focused on student needs as indicated in achievement data. Programs and funding are evaluated for effectiveness and modified accordingly.
4. Our Mission, Vision, Beliefs, and ESLR's were developed collaboratively with the input from all stakeholders.
5. JFK stakeholders are committed to a reconfiguration of the school into SLC's to personalize instruction and increase the achievement of all students.

**Areas of Growth**

1. Continue collaboration and communication among the different stakeholders, especially in the area of data analysis to drive instruction.
2. Continue to provide support and intervention to bridge the gap between the different subgroups and improve the proficiency rates in English and mathematics among all students.
3. Distribute leadership within the SLC's and develop the roles of the SLC lead teachers.
4. Continue to provide targeted professional development based on data analysis to focus the school on effective teaching strategies and instructional rigor.
5. Evaluate and explore ways to find additional time to increase collaboration and professional development time for teachers.