LIMITED-TERM PROGRESS REPORT

2014-2015

Monday and Tuesday, March 23-24, 2015

Accrediting Commission for Schools
Western Association of Schools and Colleges
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I. Introduction and Basic Student/Community Profile Data

Introduction

John F. Kennedy High School had its last WASC Self-Study Full Visit during the week of March 19, 2012. The Visiting Committee awarded John F. Kennedy High School a two year term of accreditation with the possibility of a third year before needing to host another Full Visit. A one-day Limited-Term Revisit was scheduled for Monday, March 24, 2014 in order to determine whether the next Full Visit should be in 2014-2015 or 2015-2016. The school is Title 1 funded, currently in Year 6 of Program Improvement, and did not meet its AYP target for 2014 under the terms of the CDE’s 2014 AYP Alternative Methods.

What follows is John F. Kennedy High School’s 2014-2015 Limited-Term Progress Report. The overall contents of the report encapsulate the significant areas of growth and improvement made since the last academic year, and document the changes that were made based on the 2013 WASC Self-Study Visiting Committee’s recommendations. Specific attention was given to the Schoolwide Critical Areas for Follow-up.

Community Profile

Founded in 1967, John F. Kennedy High School (Kennedy) is one of six comprehensive high schools in the West Contra Costa Unified School District (WCCUSD). It is also one of two urban high schools within the city limits of Richmond, California. The city of Richmond is located 16 miles northeast of San Francisco on the western shore of Contra Costa County. Incorporated since August 7, 1905, Richmond became a charter city on March 24, 1909. The city’s geographic area incorporates exactly 35.9 square miles of both land and water with a total operating budget of approximately $379.4 million\(^1\). The U.S. Census Bureau data for 2010 reported Richmond’s total population to be 103,701 with significant racial, ethnic, and linguistic diversity existing amongst its residents. Some of the relevant racial demographic data tabulated in the Census are listed below in Table 1.

Several economic and social indicators reveal that the community and city of Richmond, California grapple with issues associated with economically depressed and developing urban areas. In fact, the 2010 U.S. Census highlighted that approximately 17.9\% of Richmond residents could be classified as below the federal poverty level. This measure nearly doubles that of Contra Costa County in general and exceeds the statewide percentage by several percentage points. Poverty affects Richmond’s youngest residents at a higher rate than other demographics. The Census highlights the fact that 27.2\% of Richmond residents under age 18 lived below the poverty level in 2010\(^2\).

\(^1\) Information retrievable at: http://www.ci.richmond.ca.us/documentcenter/view/8348

\(^2\) Information retrievable at: http://factfinder2.census.gov/.
### Table 1. Richmond Population

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total population</td>
<td>103701</td>
<td>100</td>
</tr>
<tr>
<td>White</td>
<td>32590</td>
<td>31.4</td>
</tr>
<tr>
<td>Black or African American</td>
<td>27542</td>
<td>26.6</td>
</tr>
<tr>
<td>American Indian and Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>13984</td>
<td>13.5</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total population</td>
<td>103701</td>
<td>100</td>
</tr>
<tr>
<td>Hispanic or Latino (of any race)</td>
<td>40921</td>
<td>39.5</td>
</tr>
<tr>
<td><strong>Language other than English spoken at home, pct age 5+, 2008-2012</strong></td>
<td>48.5</td>
<td></td>
</tr>
</tbody>
</table>

Note. Table was created using U.S. Census Bureau (http://quickfacts.census.gov/qfd/states/06/0660620.html).

Economic figures compiled by the City of Richmond present the picture of a city experiencing both economic and demographic growth. Richmond’s top employers primarily fall within the fields of education, health care, and social assistance services. The City of Richmond and the West Contra Costa Unified School District constitute the city’s top two employers on Richmond’s Top 10 Employers list.

Residents in the city of Richmond earn a median household income of approximately $54,012 and a mean of $68,389. A considerable proportion of households are earning below $35,000 annually at an average household size of 2.86 persons. Another view demonstrates that per capita, Richmond residents earn approximately $24,847 over 12 months. This is approximately 22, 36 and 40 percent lower than per capita incomes found in the neighboring cities of Pinole, El Cerrito and Berkeley, respectively. Students in Pinole and El Cerrito also attend schools in WCCUSD.

As illustrated in Table 2 below, unemployment rates experienced by citizens in the city of Richmond are nearly twice as high as three of five surrounding cities. Exceeding both state and federal averages these rates directly impact the families in the communities served by John F. Kennedy High School.

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3 See Richmond community profile Basic Facts Sheet: [http://www.ci.richmond.ca.us/documentcenter/view/9572](http://www.ci.richmond.ca.us/documentcenter/view/9572)

4 Ibid.

5 Information retrievable at: [http://quickfacts.census.gov/qfd/states/06/0660620.html](http://quickfacts.census.gov/qfd/states/06/0660620.html)
Table 2

<table>
<thead>
<tr>
<th>Area Name</th>
<th>Labor Force</th>
<th>Employment</th>
<th>Unemployment Number</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda city</td>
<td>42,000</td>
<td>40,600</td>
<td>1,400</td>
<td>3.4%</td>
</tr>
<tr>
<td>Albany city</td>
<td>9,600</td>
<td>9,400</td>
<td>200</td>
<td>2.1%</td>
</tr>
<tr>
<td>Berkeley city</td>
<td>61,200</td>
<td>58,300</td>
<td>2,900</td>
<td>4.8%</td>
</tr>
<tr>
<td>El Cerrito city</td>
<td>14,600</td>
<td>13,900</td>
<td>700</td>
<td>4.5%</td>
</tr>
<tr>
<td>Richmond city</td>
<td>53,600</td>
<td>49,000</td>
<td>4,600</td>
<td>8.5%</td>
</tr>
<tr>
<td>San Pablo city</td>
<td>13,900</td>
<td>12,400</td>
<td>1,500</td>
<td>10.7%</td>
</tr>
</tbody>
</table>


Compounding some of the economic stresses that the city and community of Richmond face is the high incidence of crime that occurs in the city. Table three, below, illustrates typical crime rates facing residents in the City of Richmond. While current year data indicate a declining trend over the past decade, just six short years ago, the city of Richmond was ranked as one of the most dangerous cities in the country due to its high violent crime rates.

Table 3
Contra Costa County: Richmond Years: 2011 – 2012

<table>
<thead>
<tr>
<th>Years</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violent Crimes</td>
<td>1035</td>
<td>1162</td>
</tr>
<tr>
<td>Property Crimes</td>
<td>4546</td>
<td>5018</td>
</tr>
<tr>
<td>Burglary</td>
<td>1651</td>
<td>1537</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>1362</td>
<td>1866</td>
</tr>
<tr>
<td>Larceny-Theft</td>
<td>1533</td>
<td>1615</td>
</tr>
</tbody>
</table>

California Department of Justice, Office of the Attorney General CJSC (http://oag.ca.gov/cjsc/pubs)

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Information retrievable at:
http://www.contracostatimes.com/west-county-times/ci_24856239/richmond-reports-lowest-homicide-total-33-years-credits

John F. Kennedy High School

14-15 Limited Term Progress Report
The most recent available monthly crime report information compiled by the Richmond Police Department demonstrates an increase in three out of four categories of violent crime\(^7\). Data from the Criminal Justice Statistical Center of California’s Department of Justice, Attorney General’s Office also indicate recent upticks in property crime and theft for YTD data in the city of Richmond (see table 3). While the number of residents in the city continues to grow, the City of Richmond Police Department report there were 16 homicides in 2013. The Department hasn’t reported a lower number of homicides since 1980.

In order to combat some of the social and economic challenges facing Richmond, the city and community have engaged in a number of development programs that support community growth, housing, and economic development. The city of Richmond supports both the Arts & Culture Commission (RACC) and the RYSE center—which promotes the healthy development of Richmond’s youth by offering educational enrichment programs via a holistic developmental model\(^8\).

The City of Richmond also works to target the educational and employment needs of its adult residents through literacy development programs like the Literacy for Every Adult Program (LEAP) and the Richmond Works program which offers career center services that facilitate job skill training and employment opportunities. The city has a clear plan to respond to some of the education related statistics cited below in Table 4.

**Table 4.**

*City of Richmond Educational Attainment (population 25 years and over)*

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>10.1%</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>11.0%</td>
</tr>
<tr>
<td>High school graduate</td>
<td>26.1%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>21.0%</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>7.0%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>16.6%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

*Note.* Table was created using *City of Richmond Fact Sheet* and 2010 data from the *American Community Survey.*

With an unemployment rate that still nearly doubles the rates of most surrounding cities, it is a community imperative that Richmond and WCCUSD offer support services intended to improve access to secondary and post-secondary education and training.

**District Profile**

As mentioned above, John F. Kennedy High School (Kennedy) is one of six comprehensive high schools in the West Contra Costa Unified School District (WCCUSD), a large district serving a diverse body of students from varying economic, cultural, and sociolinguistic backgrounds. It is also one of two urban high schools within the city limits of

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\(^7\) Information retrievable at: [http://www.ci.richmond.ca.us/ArchiveCenter/ViewFile/Item/5918](http://www.ci.richmond.ca.us/ArchiveCenter/ViewFile/Item/5918)

Richmond, the largest city served by WCCUSD. In 2014-2015, WCCUD planned to operate with a $270 million target and $211 million in estimated funding under the first year of LCFF implementation. The new funding model, more volatile and riskier than previous funding models, presents another hurdle the District faces as it seeks to provide the highest possible quality educational experience to stakeholders. As of the First Interim, the District is deficit spending by an estimated $7.8 million. Under these conditions, the District will not be able to maintain Board-adopted Economic Uncertainty Reserve targets in 2015-2016 or 2016-2017. Given current and future planned spending obligations, the District faces the very real need to reduce spending in the current and coming years.

The district’s total 2013-2014 enrollment was reported at 30,720 students, as reported by the California Longitudinal Pupil Achievement Data System.

![Figure 1. WCCUSD district enrollment by ethnicity reported November, 2014](image)

Hispanic or Latino students comprise the largest demographic subgroup, comprising approximately 51% of the enrolled student population, followed by African American, Asian, and White student groups respectively (see fig. 1).

The District is challenged with high rates of school truancy, credit deficiency and drop out at the secondary level. While the WCCUSD 2012-2013 cohort had an overall graduation rate of 79.9%, Kennedy High School graduated 62.9% of this year’s cohort. For the same cohort year, Richmond High School and El Cerrito High School demonstrated graduation rates of 88.7 and 89.8 respectively, with larger total numbers of students contained in each school’s cohort sample.

WCCUSD also demonstrates high levels of disparity between ethnic, cultural, and linguistic groups with regard to academic achievement (see fig. 2). This level of disparity persists when comparing high school achievement via Academic Performance Index figures. For example, when comparing the API scores for the three aforementioned schools we see that Kennedy High School falls behind El Cerrito and Hercules in a manner similar to the employment and mean household income statistics of each school’s surrounding community: Hercules H.S. (API=738; mean household income $47,000)...

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9 See WCCUSD 2014-2015 First Interim Financial Report at: [http://www.wccusd.net/Page/100](http://www.wccusd.net/Page/100)

10 See Cohort Outcomes for the Class of 2012-2013 for WCCUSD retrievable at: [http://dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/)
hold income=106,909); El Cerrito H.S. (API=672; mean household income=99,199); John F. Kennedy H.S. (API=589; mean household income=72,564)\textsuperscript{11}.

**Student and School Profile**

John F. Kennedy High School’s mission is to provide a rigorous academic challenge for every student at the school; to build work habits that enable students to succeed in all their endeavors; and to create thoughtful and engaged citizens capable of making informed choices for the benefit of themselves and their community.

**Demographics:** The school serves 857 students, as of February 2015 enrollment figures. Hispanic/Latino students and African American students compose nearly 90% of the student population. The remaining 10% of the student population includes students identifying with the following demographic subgroups: Asian, Asian Indian, Other Asian, Chinese, Samoan, Other Pacific Islander, Laotian, Filipino, White, and Unclassified. Kennedy’s largest demographic subpopulation is Hispanic/Latino at 61%. African American students account for nearly 28% of the student body\textsuperscript{12}. These student demographic ratios have remained relatively unchanged throughout this latest WASC accreditation term.

In the recent past, Kennedy’s school attendance rate has been lowest out of the six comprehensive high schools in the district, with the average monthly attendance rate below 90% for 2011-2012, 2012-2013, and 2013-2014 school years. Daily attendance figures for the 2014-2015 school year indicate attendance above 90% for each school month and a total average attendance of almost 92%. Several site-based initiatives, such as a recently implemented block schedule and later start time were implemented, in part, to address attendance deficiencies and may contribute to recent increases in site-based attendance figures.

As would be expected of a neighborhood school, students attending John F. Kennedy High School exhibit many of the demographic characteristics exhibited by the community it serves, for better and, sometimes, for worse. Accordingly, JFKHS serves the highest proportion of WCCUSD students reintegrating into schools from juvenile detention facilities when compared with other WCCUSD comprehensive high schools. These students represent almost 5% of the student body. Additional stresses of the broader community’s income challenges are felt by Kennedy students as well. According to the 2013-2014 School Quality Snapshot data published by the California Department of Education, 85% of students attending Kennedy High School are designated as socioeconomically disadvantaged.

Kennedy’s student enrollment also includes 35% English Learners (the large majority of whom are Spanish speakers) and 13% students with disabilities. The school and district have strategic plans to support the learning and achievement of these identified student subgroups. Unique, site-based initiatives to support these students include the development of a Learning Center model to support students with disabilities and the development of a Newcomer program to support English Learners who have been English Learners for fewer than six months and/or are pre-literate in L1.

Kennedy student subgroups have underperformed disproportionately on recent statewide assessment measures when compared to other district figures. Key figures from WCCUSD’s Registration, Assessment and Placement (RAP) Center indicate that while districtwide 34.5% of English Learners scored proficient and above on the 2012-2013 ELA CST, only 11.6% of Kennedy High School’s English Learners performed similarly. Figure 4 highlights several of these key subgroup disparities in achievement.

\textsuperscript{11} The last figure for Richmond has been updated based on the last American Community Survey.

\textsuperscript{12} See Enrollment by Ethnicity 2013-2014 for Kennedy High School retrievable at: [http://dq.cde.ca.gov/dataquest/].
Although graduation rates are, on the whole, low, and cohort graduation rates have exhibited a slightly downward trend, both of the past two years have seen a rise in the simple graduation rate: the number of Seniors who begin the academic year and graduate with their class (as illustrated in Table 5). Academic year 2007-2008 saw the highest graduation rate of the decade, with 88.4% of the cohort graduating.

Table 5.

**JFKHS Simple Graduation Rate - 5 year comparison**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>170</td>
<td>73%</td>
<td>123</td>
<td>63%</td>
<td>129</td>
<td>70%</td>
<td>125</td>
<td>74%</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td>196</td>
<td></td>
<td>185</td>
<td></td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cohort graduation outcome data, shown in figure 5, have been an ongoing area of focus for faculty and this administration. This focus is reflected in each iteration of the school Action Plan and SPSA since 2012.

**Enrollment:** Kennedy High School enrollment has increased over the past two academic years and is projected to increase next school year. This represents a reversal from the declining enrollment trends of the recent past. In past years, District leadership attempted to address declining enrollment by approving changes in the attendance zones for Kennedy in an attempt to raise enrollment. As a result, students who were previously zoned for El Cerrito High School are now zoned for John F. Kennedy High School. This change has been met with considerable resistance from some of the affected families because of perceived differences between the two schools.

Families in the attendance area for Kennedy also tend to be highly mobile and may live in more than one attendance zone throughout the duration of their high school attendance. Students frequently move from one high school within the district to another. Additionally, some students within Kennedy’s attendance area apply for and are accepted for matriculation in nearby private schools and local public charters such as Leadership Public Schools (LPS) and Making Waves Academy. Charter schools will continue to make an impact on the school population in the near future, as several new Charter schools are scheduled to open inside District boundaries over the course of the next few years.
According to the Fall 2013-2014 Student Populations Projections report, the current trend toward larger student body sizes at secondary levels will continue, as the population bubble attributed to economic and population growth moves through the school system\(^{13}\). The District expects to see overall growth of hundreds of students in the high school population by 2023. Of the six comprehensive District high schools, only Pinole Valley is expected to experience a declining student population.

Of special note in this study, is the inclusion of the predicted declining enrollment at elementary grades district-wide over this ten year period district-wide attributable to two main factors: economic factors affecting birth rates and the opening of several charter schools. So, while the overall student population in the District will grow in the next ten years, the declining student population at the lower grades over this time frame signal a noteworthy potential decline in student populations for secondary schools within the next 15 years.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Cohort Students</th>
<th>Cohort Graduates</th>
<th>Cohort Graduation Rate</th>
<th>Cohort Dropouts</th>
<th>Cohort Dropouts Rate</th>
<th>Cohort Special Ed Completers</th>
<th>Cohort Special Ed Completers Rate</th>
<th>Cohort 8th Grads Completed</th>
<th>Cohort 8th Grads Completed Rate</th>
<th>Cohort remed</th>
<th>Cohort remed Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino of Any Race</td>
<td>94</td>
<td>54</td>
<td>57.5</td>
<td>34</td>
<td>36.2</td>
<td>*</td>
<td>4.3</td>
<td>*</td>
<td>2.1</td>
<td>*</td>
<td>0.0</td>
</tr>
<tr>
<td>American Indian or Alaska Native, Not Hispanic</td>
<td>*</td>
<td>*</td>
<td>100.0</td>
<td>*</td>
<td>0.0</td>
<td>*</td>
<td>0.0</td>
<td>*</td>
<td>0.0</td>
<td>*</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian, Not Hispanic</td>
<td>20</td>
<td>15</td>
<td>75.0</td>
<td>*</td>
<td>15.0</td>
<td>*</td>
<td>10.0</td>
<td>*</td>
<td>0.0</td>
<td>*</td>
<td>0.0</td>
</tr>
<tr>
<td>Pacific Islander, Not Hispanic</td>
<td>*</td>
<td>*</td>
<td>66.7</td>
<td>*</td>
<td>33.3</td>
<td>*</td>
<td>0.0</td>
<td>*</td>
<td>0.0</td>
<td>*</td>
<td>0.0</td>
</tr>
<tr>
<td>Filipino, Not Hispanic</td>
<td>*</td>
<td>*</td>
<td>100.0</td>
<td>*</td>
<td>0.0</td>
<td>*</td>
<td>0.0</td>
<td>*</td>
<td>0.0</td>
<td>*</td>
<td>0.0</td>
</tr>
<tr>
<td>African American, Not Hispanic</td>
<td>68</td>
<td>44</td>
<td>64.7</td>
<td>18</td>
<td>26.5</td>
<td>*</td>
<td>4.4</td>
<td>*</td>
<td>4.4</td>
<td>*</td>
<td>0.0</td>
</tr>
<tr>
<td>White, Not Hispanic</td>
<td>*</td>
<td>*</td>
<td>66.7</td>
<td>*</td>
<td>16.7</td>
<td>*</td>
<td>0.0</td>
<td>*</td>
<td>16.7</td>
<td>*</td>
<td>0.0</td>
</tr>
</tbody>
</table>

\(\textbf{Figure 5.} \) Cohort Outcome Data by Race/Ethnicity - 2012-2013 John F. Kennedy High School

John F. Kennedy High School enrollment will experience growth as a result of the aforementioned enrollment bubble currently affecting the middle schools. Kennedy will see the impact of this population surge beginning during Fall of the 2015-2016 academic year\(^{14}\).

\(\textbf{Achievement Data Summary}\)

As the student population continues to grow, the faculty, staff, administrators, students, and community members of John F. Kennedy High School continue to direct all available resources toward increasing the academic achievement of current and future students. The positive impact of the commitment of all stakeholders to improving educational outcomes for students is evident across several indicators.

API growth scores from 2012 demonstrate a reversal in a previously falling trend. This growth coincides with a time of transition in which new faculty and a new administrative team was hired. Concurrently, average class sizes in-

\(^{13}\) Retrievable at:  

\(^{14}\) See Student Population Projections Fall 2014 Report at  
creased in each of the core content areas compared with those of the previous academic year.\textsuperscript{15} 2013 API scores, the last of which are available, indicate an impressive overall gain of 45 points (see figure 6).

\begin{table}[h]
\centering
\begin{tabular}{|l|c|}
\hline
\textbf{California's Academic Performance Index (API)} & \\
\hline
2013 Growth API & 589 \\
2011-12 Growth from Prior Year & 45 \\
Met Schoolwide Growth Target & Yes \\
All Student Groups Met Target & Yes \\
2012 Base API State Rank & 1 \\
2012 Base API Similar Schools Rank & 2 \\
\hline
\end{tabular}
\end{table}

\begin{table}[h]
\centering
\begin{tabular}{|l|c|}
\hline
\textbf{API Subgroup Performance - 2013 API Growth} & \\
\hline
African American or Black & Yes 68 \\
American Indian or Alaska Native & -- \\
Asian & -- \\
Filipino & -- \\
Hispanic or Latino & Yes 45 \\
Native Hawaiian or Pacific Islander & -- \\
White & -- \\
Two or More Races & -- \\
English Learners & Yes 38 \\
Socioeconomically Disadvantaged & Yes 44 \\
Students with Disabilities & -- \\
\hline
\end{tabular}
\end{table}

\textit{Figure 6.} School Quality Snapshot, API growth

JFKHS was also one of only 18\% of WCCUSD schools that met 2013 API growth targets\textsuperscript{16}. Table 6, below, demonstrates this level of growth by comparing data for comprehensive high schools in the district.

\textsuperscript{15} See p. 8 of Kennedy High School SARC for 2012-2013 retrievable at: \url{http://www.wccusd.net/page/663}.

\textsuperscript{16} Retrievable at: \url{http://dq.cde.ca.gov/dataquest/Acmt2013/2013GrthAPIDst.aspx?alcds=0761796}.
Table 6
2012-2013 API Growth by High School

<table>
<thead>
<tr>
<th>High Schools</th>
<th>2013 Growth</th>
<th>2012 Base</th>
<th>2012-13 Growth</th>
<th>School-wide</th>
<th>All Student Groups</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEST CONTRA COSTA UNIFIED</td>
<td>717</td>
<td>715</td>
<td>D</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>De Anza Senior High</td>
<td>675</td>
<td>671</td>
<td>6</td>
<td>4</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>El Cerrito Senior High</td>
<td>672</td>
<td>670</td>
<td>7</td>
<td>2</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Hercules High</td>
<td>738</td>
<td>717</td>
<td>5</td>
<td>21</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Kennedy High</td>
<td>589</td>
<td>544</td>
<td>13</td>
<td>45</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Leadership Public Schools:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richmond</td>
<td>803</td>
<td>801</td>
<td>A</td>
<td>2</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Middle College High</td>
<td>873</td>
<td>862</td>
<td>A</td>
<td>11</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pinole Valley High</td>
<td>678</td>
<td>672</td>
<td>6</td>
<td>6</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Richmond High</td>
<td>582</td>
<td>584</td>
<td>11</td>
<td>-2</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Note. Table utilizes hyperlinks to California Department of Education Data Quest tables for each site.

Kennedy High School more than doubled the API growth of the next highest ranking school. Although Kennedy’s API score remains low amongst district high schools and similar California schools, the noteworthy improvement is indicative of the growth trajectory that has been established and cultivated under this era of new leadership.

This growth trajectory has also been evidenced in improving trends in other school success indicators, including: graduation rates, A-G eligibility rates, CAHSEE scores, and course passage rates.

Student Learning Objectives

Kennedy stakeholders continue to utilize the school’s Expected Schoolwide Learning Results (ESLRs) as a guiding tool for decision-making. John F. Kennedy High School seeks to graduate students who are career and college ready by providing students with the technological and socio-emotional training necessary to succeed in post-secondary environments (see fig.7).

In consideration of these student-centered outcomes, Kennedy faculty and administrators have lobbied to become one of the first WCCUSD school sites with 100% of its classrooms designated as technology-equipped. Kennedy’s ILT has also worked closely with district Chief Technology Officer, Mary Phillips, in order to prepare Kennedy to be one of the early school sites to test mobile computing, district Wi-Fi, and a possible 1-1 Initiative17.

17 Further information on the Education Technology Plan and the Technology Subcommittee is available at: http://www.wccusd.net/Page/3687.
Further ILT involvement in and influence on the district’s technology initiatives has been realized through both administrators’ efforts to develop relationships within the District technology department, as well as Kennedy ILT member Ryan Shaw’s representation on the 2013-2014 WCCUSD Technology Subcommittee. Mr. Shaw was able to voice Kennedy student and staff goals as a member of the Committee, ultimately leading to a greater actualization of several school ESLRs.

Additionally, Principal Johnson has sought greater communication and alignment with school and District partners providing socio-emotional support and services to JFK students and stakeholders. Along with increasing collaboration, Principal Johnson has pledged a notable portion of site-based funds to support efforts to promote and improve the socio-emotional welfare of Kennedy students and stakeholders. Finally, stakeholders have striven to clarify college and career-ready indicators in alignment with District expectations and to devote resources to the achievement of both outcomes.

Under new ILT and administrative leadership, John F. Kennedy High School stakeholders have sought to be more explicit, strategic, and conscientious about aligning ESLRs with other documents intended to outline school plans, such as the site’s Single Plan for Student Achievement (SPSA). This effort has led to a reformatting and realignment of the WASC-Action Plan in order to better reflect the school’s ESLRs.

![Figure 7. JFKHS ESLERs posted throughout the school](image)

To that effect, the administrative team, in conjunction with the ILT, has guided Departments through the process of establishing data-drive instructional objectives and student outcomes for the past two school years. These objectives are enumerated in the SPSA and summarized in the newly realigned WASC-Action Plan.

Additionally, the administrative team has collaborated closely with the ILT to make intervention programs like Study Island® and Restorative Justice available to all students and faculty. These programs closely mirror the student outcomes expressed in the ESLRs by providing academic support (ESLRs G,A,T) and pro-social communication models to students (ESLRs R and E).
The Instructional Leadership Team (ILT)—composed of department chairs, members at large, a technology liaison, UTR representatives, and administrative team members—currently serves as the vehicle through which site-based decisions are evaluated. ILT decisions directly address and affect the student learning outcomes expressed in Kennedy’s ESLRs. For this reason, several members of the ILT also sit on the School Site Council (SSC) and English Learner Advisory Committee (ELAC) in order to ensure a higher degree of alignment and unified vision in decision-making processes that impact students.

**Closing Remarks**

As John F. Kennedy High School moves forward under the stewardship of a new administrative team and with many new faculty members, it maintains a renewed focus on student outcomes. The faculty, staff, and administrative team have worked to create a safe, healthy, and positive environment in which students may thrive. The initial rewards of this renewed focus have been demonstrated through several school success indicators, including, but not limited to, a tremendous single-year gain in API growth, positive overall growth trends in CAHSEE scores, increased attendance, increased graduation rates, and increases in the number of graduates who are A-G compliant.

Other evidence of this focus may be observed through increased student engagement in classrooms, the utilization of the Sheltered Instruction Observation Protocol® Model (SIOP), increased recognition of student achievement, an improved standard of collaboration and stakeholder involvement, and an overall effort to make school culture and instruction the driving vehicles through which improvement may occur.
II. Significant Changes or Developments

Introduction

Past performance and school community climate have necessitated the ongoing change that has become the hallmark of this WASC term at JFK. This culture of change has been brought about under the stewardship of Principal Phillip Johnson, now in his third year of leadership at John F. Kennedy High School. At this point in his tenure, the change focus has shifted from the basic need to create order by establishing a safe environment and an expectation of academic performance to creating systems to effect substantive, and enduring positive educational outcomes for stakeholders. With a goal of creating sustainable change for the better, the Administrative Team has lead the charge to focus efforts on building school capacity and improving systems in three key areas: personnel, curriculum, and culture & climate.

In addition to focusing on the afore-mentioned three key areas, readers will note that the following chapter follows a format that includes sections of text written by various stakeholders and presenting first-hand accounts of school operations from their unique perspectives. These sections are illustrative of the highly collaborative process and culture we have created as we undertake this work. We are appreciative of the time and effort all participants took to contribute to this report and we honor the spirit with which they present their story.

Building Capacity & Improving Systems: Personnel

Leadership

Like the rest of the school, the three-person Administrative Team has experienced continual change. Each year, for the past five years, the Administrative Team has been composed of different individuals. In the past three years, Principal Johnson has remained the only constant member of the Admin Team, due to promotion or change of career within the ranks of Assistant Principals serving JFK. 2014-2015 marks additional change within the Admin Team as former Assistant Principal Renee Lama has departed to take the helm at a middle school within the District. Principal Phillip Johnson returned for his third year and Assistant Principal Allison Huie returned in her second year at JFK. Longtime veteran JFK special education teacher Charlotte Betson was selected to serve as AP in the open position.

Changes were made to the assignment of duties within the Administrative Organizational Structure in order to accommodate best utilize the skills and expertise of the members of this year’s new Administrative team. With a commitment to a democratic and distributed leadership model, Admin Team members also created ten new school leadership positions. These new positions necessitated the hiring of two new Community Outreach Workers and the selection of eight teachers to take on stipended leadership positions. Additionally, the District created two new positions within the JFK counseling department, giving us a full-time, certificated College & Career counselor for the first time as well as a newly-created College Counseling Fellow position. In addition to creating positions, the Admin Team committed to allocating budgetary resources to support teachers and staff who were selected or volunteered to take on additional responsibilities as school leaders. This Admin Team is committed to building the capacity of our faculty and staff by acknowledging and encouraging professionalism, providing opportunities for leadership and skills development and providing necessary resources.

Guidance, oversight, and decision-making in school affairs are also provided from two additional bodies: the Instructional Leadership Team (ILT) and the School Site Council/English Learner Advisory Committee (SSC/ELAC. The ILT includes: the members of the Admin Team, all Department Leads, an Academic Subcommittee Liaison, Common Core Working Group Liaison, and the Teacher Technology Liaison. The District provides stipends for Department Leads in English, Math, Social Science and Science, as well as the three committee Liaisons. In order to ensure repre-
sentation amongst all faculty, it was imperative to include Lead Teachers from other Departments on the ILT, so the Admin Team allocated funds to provide equitable stipends to these teachers as well. Members of the 2014-2015 ILT built upon the work done in 2013-2014 to clarify the mission of the ILT by attending the 2014 ILT Academy before the start of the school year. During the Academy, ILT members worked to identify the three areas of focus upon which professional development activities would center during the school year. Utilizing a self-assessment tool, ILT members identified two areas of focus related to curriculum & instruction and one area of focus relating to collaboration, upon which they agreed to concentrate their efforts. Members developed an Action Plan, presented as Appendix B, which outlined goals, action steps, progress indicators and timelines for completion. This Action Plan serves to guide the efforts of the JFK 2014-2015 ILT to provide relevant, meaningful, and measurable professional development and support to the school community.

Faculty

Teacher staffing levels dropped considerably after losing QEIA funding in 2012 and the school continues to experience a high rate of teacher turnover, particularly in new and mid-career teachers, each year. The reduction in staff has resulted in larger class sizes which prove a significant challenge for teachers seeking to meet the needs of a diverse student population. Currently, teacher to student ratios in core content classes meet contractual maximums of an average of 38 students per class, per teacher. The high rate of faculty turnover makes it challenging to preserve institutional memory or maintain a consistent school culture. Understanding that such a challenge has the potential to create a sense of instability within a school lends a real sense of urgency to the Admin Team’s commitment to establishing and maintaining a culture and systems that result in lasting, long term success.

Of the 42 faculty positions supporting this year’s Master Schedule, eleven positions are filled by faculty new to JFK and three are not filled by permanent teachers (see Figure 8). Two of the unfilled positions are in the Science Department and are being filled by long-term substitutes. The remaining unfilled position is an additional ELD position created in the Spring semester to accommodate an influx of additional ELD students since the beginning of the year. This year’s new faculty hires include teachers in the content areas of: Mathematics, English/Language Arts, Science, World Languages, Performing Arts, Special Education and Physical Education. Two additional positions in the Counseling Department were funded by the District this school year.

**Figure 8.** Current composition of faculty by experience (at JFK)
NEST: New Educator Support Team

Given our high turnover rates we designed a program we call the New Educator Support Team (NEST) to better support new educators and educators new to Kennedy. This program is lead by veteran Kennedy English teacher, Ian Bader, who provides a commentary of his experiences with the program in the section below:

“Teacher retention is an ongoing problem throughout our district. Retaining teachers at Kennedy has been particularly difficult and as a result has had a negative impact on school continuity. Teachers of varying experience leave for a variety of reasons. In the past, these teachers would leave and that was that. Last year, however, when ten teachers indicated they would not be returning to Kennedy, administrators designed and executed exit interviews to try to determine whether any common themes emerged, with the goal of developing a strategy to retain teachers in the future. While some of those leaving left to take management positions elsewhere in the district, and some veteran teachers left for a “change of scenery,” Administrators wanted to know if anything could have been done to retain the newer teachers, both those new to the profession and veteran teachers who were new to Kennedy. In direct response to the information obtained through the Spring 2014 exit interview process, we established the New Educator Support Team or NEST, and appointed an experienced Kennedy teacher as the coordinator. Funds are allocated to support the NEST Coordinator timecard eligible work, as well as to purchase materials and supplies to support new teachers in their classrooms.

Of the ten teachers who left last year, several were “new” teachers, either new to the profession or new to Kennedy. Some of these teachers expressed that they felt frustrated at being thrust into a system and a culture that they didn’t understand. Kennedy can be a challenging work place, and no one feels that more than new teachers. Teachers were sometimes frustrated with communication lapses, expectations to use technology applications (PowerSchool, e-mail) for which they received no formal training, understanding site-specific classroom management practices (detention, referrals, etc.), and the administrivia that often comes with teaching for which they were unprepared (How do I access voicemail? How do I get a sub? Who do I call when X, Y, or Z happens?) The NEST Coordinator position was created to be a sort of go-to resource for new teachers when they have issues unrelated to curriculum (curricular issues are better handled by teachers’ departments).

The NEST Coordinator began by surveying veteran Kennedy teachers in order to solicit advice they would offer a new teacher. At the same time the survey was being conducted, the NEST Coordinator was making contact with new Kennedy teachers as they were being hired. This allowed the coordinator make contact, answer questions, and generally make the new teachers feel welcomed. In addition, an orientation meeting was held on August 5, 2014, from 9am – 3 pm, to welcome new teachers, show them the school, and introduce them to some of the systems they would be using at Kennedy (see agenda). Likewise, the survey results were shared and discussed. At the orientation, six new teachers were joined by several veteran Kennedy teachers and an Assistant Principal, who were able to offer their own advice and expertise for navigating their new school community. In short, new teachers were welcomed and given a crash course in Kennedy.
As the year has progressed, the NEST Coordinator continues to support the new teachers by making informal classroom visits, responding to e-mail requests for assistance, answering questions, demonstrating technology, and advocating on their behalf within the district bureaucracy.

Three new teachers have come to Kennedy since the year began, and these teachers have needed support and assistance that would not have been provided otherwise when these types of situations arose in years past. For example, Kennedy recently hired a new Spanish teacher. This teacher came on board at the end of 2nd Quarter. He missed all of the district trainings for new teachers. The NEST Coordinator met with him during Winter break to acclimate him to Kennedy, arranged for him to meet with a Spanish 3 student so that he could get a feel for classroom culture and the level of the students, and helped him with the room, copies, etc., whatever he needed to have a successful first day. In addition, The NEST Coordinator has been assisting this new teacher with his desktop computer access, e-mail access, and PowerSchool access.

We anticipate that results of this year’s exit surveys will help us to determine the efficacy of our efforts to support and retain new educators at JFK this year and to refine our approach for next year. Ultimately, we won’t know if NEST has worked until we see who returns next fall. We do know that new teachers are far more supported than they had been before - and we hope they feel the same! The intention of NEST is to help new teachers feel like professionals and give them a single point of contact—a starting point—for assistance and advice. In that respect we have certainly met our goal. However, we believe we can do better and have plans to expand the program next year. Some improvements will include: the allocation of stipends for additional veteran teachers to provide on-site mentor services, materials and supplies to assist new educators in setting up their classrooms, and funds for professional development workshops to support new educators.”

**Building Capacity & Improving Systems: Curriculum & Instruction**

In conjunction with developing and supporting school personnel, we are focusing on improving systems within the school. Far and away, the master schedule is the school component with the biggest system-wide impact, so we have devoted substantial efforts to ensuring that the master schedule offered will enable stakeholders to meet all of the goals and expectations to which we are held, such as accomplishing the goals enumerated within our SPSA, addressing the areas of concern from our previous full WASC report, and realizing each student’s fulfillment of the ESLRs.

**Master Schedule**

The current 8 period schedule offered at JFK is a result of the ILT-driven search for strategies that would support student achievement, which began in 2012. At that time, ILT members decided that an 8 period day would provide an ideal solution to the unique set of needs presented by students at our school, affording more students the benefit of credit recovery, expanded course selections, a more focused school day, and extended class time, while allowing more students (particularly English Learners and students receiving Special Education services) the opportunity to fully access the available curriculum.

We have offered an 8 period schedule to students for the past two years and faculty recently voted to continue their support for an 8 period schedule for a third year. In our District, such a schedule is considered an alternate schedule and requires that the majority of teachers vote to support its implementation at any school site. As part of the voting process this year, careful consideration was given to our progress under this system. At the end of the process, a majority of voters agreed that we needed to continue offering students the benefits afforded by an 8 period schedule. We firmly believe that the implementation of the 8 period schedule will help us address WASC Action Items #1 “Focus on
student learning in the core content areas” and #3 “Increase the number of students who are College and Career Ready.”

Intervention

Multiple interventions are utilized for students who struggle to meet performance expectations. Every student at JFKHS has individual access to Study Island, a standards-aligned e-learning portal. Study Island (SI) was vetted by our Instructional Leadership Team, who selected it from among several e-learning platforms under consideration. ILT members appreciated that Study Island (SI) affords students 24/7 access to high quality lessons and questions with instant feedback and built-in remediation. Students can work through the web-based program at their own pace, or teachers can guide students through the program. They further appreciated that: SI is linked to current standards, SI shows instant feedback at a level of high granularity-teachers and students can see exactly which standards and/or strands in which students are weak, and SI helps a single teacher to truly differentiate instruction to every individual in the class, SI provides students with an opportunity to experience learning in the same environment in which they will be expected to be tested (digitally). We run a teacher-supported open computer lab twice a week after school so that students, including those who may not have off-campus access to internet can access their Study Island accounts. On different days, these open lab sessions are monitored by either a Math/Science teacher or an ELA/Social Science teacher, who is available to help students on an as-needed basis.

Students attending Saturday School also utilize Study Island to get help with academic concepts with which they may need additional practice, or to complete extra credit or extension activities. At JFK, Saturday School is offered nearly every week of the school year in order to provide support to students who need academic and/or socio-emotional intervention. In addition to receiving academic skills support through Study Island, CAHSEE Bootcamp, or targeted lessons, students also receive socio-emotional support through the implementation of Restorative Justice circles. Saturday School teachers utilize a Restorative Practices curriculum developed for us by our community partners, Catholic Charities of the East Bay. In a Saturday School circle, participants have an opportunity to acknowledge the harm they’ve caused and the challenges they face, while developing a plan to address the issues that have caused them to be at Saturday School. While Saturday School can be assigned to students as a disciplinary intervention, students and families are also free to come to school during this time in order to use the library or computer lab facilities. The decision to operate Saturday School is a big commitment on the part of the school site. Site-controlled funds are allocated to compensate Teachers, a Counselor, and a Community Worker for their time each week and an Administrator is always present to supervise the program.

The eight period block schedule allows us to offer students additional opportunities for intervention during the school day. One section each of CAHSEE support classes are offered in Math and English for Junior and Senior students who have not yet completed CAHSEE requirements. CAHSEE Bootcamp classes are also offered on Saturdays and are open to all students who will be taking upcoming CAHSEE exams. Core classes are supported by intervention classes such as Math Support and Read 180. This targeted intervention aligns with Action Plan Item #1 “improve student outcomes in core content areas with emphasis on English and Math.”

Math Support

Below, Mark Moran, Chair of the Math Department, presents a review of the Math Support program.

“The eight-period schedule has allowed us to offer a Math Support class for our Algebra 1 students. Traditionally, students have the most trouble with Algebra 1. Algebra 1 requires the greatest cognitive leap for our students and most of the students who are still in Algebra 1 in high school have already failed the course one or more times. For these reasons, the students are often demoralized
and very negative toward math and pessimistic about their chances for success. Last year, we began offering a Math Support class for all of our Algebra 1 students in order to help them overcome this obstacle. In our first year of implementation, we placed all Algebra 1 students in a double-blocked Algebra 1/Math Support pair of sections. In this model, these students met with the same teacher every day for 90 minutes. Although they were listed as two different classes, teachers taught them as a unified curriculum and students received the same grade for both classes. We felt this implementation was necessary in our first year for two reasons. First, in past iterations of Math Support, we felt we had only seen success with our Math Support classes when we implemented them as a unified block, rather than a stand-alone class. Second, three of our four Algebra 1 teachers were new teachers—one was newly credentialed and two were interns. We decided that the unified block approach gave our inexperienced teachers the best chance for success.

We experienced many areas of success in our Math Support classes in our first year of implementation. One of our teachers was able to use the extra time very effectively to complete the very demanding pacing guide required by the transition to Common Core standards for Algebra 1. The other teachers were able to complete the core of the pacing guide, which we felt would not have been possible without the Math Support class, due to the decreased amount of total class time under the eight-period schedule. In addition, we believe that more of our students succeeded in Algebra 1, because we were able to include more remedial material and because we had time for re-teaching material if necessary. Because of the end the CST testing, and the change in district benchmarks due to the transition to Common Core, we have little testing data that we can use to evaluate the effectiveness of this program. However, we had a higher rate of students passing Algebra 1, as can be seen by the increased number of Geometry sections required this year. The returning Geometry teacher who taught last year and this year additionally reports that this year’s students are better prepared. Finally, although we saw a slight drop in our CAHSEE Math scores (scores dropped District-wide), it was much smaller than the drop we saw in our CAHSEE English scores. We credit part of that difference to the fact that we were able to give our Algebra 1 students more preparation through the Math Support Classes.

One of the biggest challenges we faced last year was inconsistency with the effectiveness of Math Support. Two of our teachers were able to use the 90-minute daily block effectively, but two of the inexperienced teachers struggled and their students suffered. In addition, administrators were concerned that in this paired class model, students who failed Algebra I received failing grades for two classes, rather than one. To address these concerns, we decided to implement Math Support as stand-alone sections for the 2014-15 school year. However, we knew we would need to address the concerns that we believe led to failure under this model in the past. In the past, such an effort has failed for three main reasons: (1) lack of curriculum (2) difficulty supporting students who have different Algebra teachers and (3) the least experienced teachers have usually been assigned to teach these classes. We decided to address these challenges by having our most experienced Algebra 1 teacher take on all of the Math Support classes for this year, believing that he would be able to coordinate with the various Algebra 1 teachers, develop an effective curriculum, and have the classroom management skills needed to teach this difficult class. This year, only ninth graders would be enrolled in both sections and a graduate tutor was assigned to assist in the four largest sections.
The biggest challenge faced with implementing this class has been that only one Algebra 1 teacher was hired by the beginning of the school year. A part-time teacher was hired a few weeks into the year and a math/science teacher was hired to teach one section of Algebra 1 later in the fall. Because of these staffing issues, it has been challenging to support the Algebra 1 classes. However, the math support teacher has been working closely with the two math instructors and they have been collaborating very closely together. These math instructors have observed that the support classes have been helping our ninth grade students to be more successful in their Algebra 1 class. Several students have remarked in class that they understand many areas of math better than before. One student told her counselor that “she understands math for the first time in her life.” We look forward to improving this program as we move forward.

Last year, we were also able to offer a Math Support class for Calculus and Precalculus. Due to scheduling constraints, very few Calculus students were able to fit the course into their schedules, but many of the Calculus students who were able to take the course had struggled with Precalculus and remarked that they would have dropped Calculus if they did not have the support class. In addition, nearly all of the Precalculus students who had taken the support class enrolled in Calculus. Unfortunately, we were not able to offer the support class for advanced math classes this year, and those students have complained that they are struggling without the extra support. One of our hopes is to bring the support class for advanced math back for next year.

Although the eight-period schedule has been an advantage for credit recovery and for Algebra 1 students, it also has introduced several challenges. The biggest challenge is the loss of class time. As students take eight classes rather than six, they are losing approximately 70 hours of class time each week. Last year, our Math Support classes were able to make up for that lost time for our Algebra 1 students, but this year, not all of the students taking Algebra 1 have Math Support (only 9th graders, not upperclassmen repeating the course), so we cannot use Math Support time to teach new Algebra 1 curriculum this year. Instead, our goal is to support the foundational math skills students need in order to be successful through the Math Support classes so that our Algebra 1 teachers can move faster.

**Expanded AP Course Offerings**

Expanded course offerings afforded by the 8 period schedule also allow us to offer more Advanced Placement courses than ever before. Expanding on our goal from the 2011-2012 Action Plan to increase the number of advanced placement courses we continue to offer new AP courses as teachers are ready to offer them.

Below, Ginger Staley, Science Department Lead, with contributions from the AP teachers of John F. Kennedy High School, discusses AP courses

During the previous year (2013-2014), the AP program has seen changes in staffing, standards, and curriculum, but none have produced significant changes to the program or how it serves students at John F. Kennedy. This year, the school offered AP Art, AP Chemistry, AP Calculus, AP English Language Arts, AP Human Geography, AP Literature, AP Spanish Language and Culture, AP U.S. History, AP U.S. Government, and AP World History. In grades 9-12, there are 187 students enrolled in at least one AP course this year.
This year, 187 students are enrolled in at least one AP course. This means that approximately 25% of students are enrolled in AP courses, with some students taking two or three AP courses simultaneously. However, AP teachers report that not all of the students who enroll in AP classes are prepared for success in an AP course. In a few cases, students were placed in AP courses rather than their general ed counterparts because of scheduling conflicts. Other students received average or below average grades in courses that are logical prerequisites, but were permitted to enroll in AP courses anyway.

Companion Courses: In response to new standards for AP Chemistry released by the College Board, this year AP chemistry was coupled with a companion course (academic tutorial) to give students extra time to conduct guided-inquiry labs. Under the new College Board standards these labs must account for 25% of the instructional time in order to be considered the equivalent to a college course. AP Chemistry was the only AP class to offer a companion course, thanks to FTE support from the District. However, AP teachers in several other courses say a companion course for their subject would benefit students greatly. Even if additional FTE could be found to support the addition of academic tutorial support classes, a potential drawback of offering such classes for other AP sections would be that this would limit the possibilities for students who want to take more than one AP course offering per year.

Improving Access to Technology

On the half-century old campus of John F. Kennedy High School, providing students and teachers with access to current technology has posed considerable challenges.

First year Social Science Teacher and Teacher Technology Liaison, Natalie Sheehan, discusses Technology at John F. Kennedy High School:

**Background:** “As a first year teacher (to the profession and to Kennedy), I was hesitant to take on the position of Teacher Technology Liaison (TTL). However, I am passionate about the implementation of technology in high school classrooms, and the value that technology can have for underserved and struggling students. The previous Teacher Technology Liaison (a district title - the position comes with a stipend and a position on the school’s Instructional Leadership Team) had left Kennedy and the technology inventory and distribution to teachers was disorganized at best. Most, but not all teachers had a laptop, a projector, and a document camera. All teachers are provided with a desktop computer by the district. Some teachers - such as those in the ITA academy - have their own technology courtesy of separate funds. Most of the tech items such as laptops and projectors had been collected at the end of the year to be kept in a locked room over the summer. However, there were several such rooms where technology was kept, and several teachers had not turned in their technology at all. There was no way to inventory or keep track of who had what item or who needed a replacement or upgrade.

**Distribution of Technology:** My first job was to distribute all of the available technology to teachers. The district’s goal is that each teacher has a desktop, a laptop, and a mobile cart with a projector, document camera, and sound system. At the beginning of the year, I inventoried each teacher and made a spreadsheet that includes the teacher’s name, room number, the bar codes and brand names of each item they keep in their room. This inventory is continuously updated as things change or items break or go missing to the best of my knowledge. There was previously no clear
organization of who was in charge of what technology at Kennedy, and so I tend to rely on some-
what patchy teacher reporting about tech issues. The district also does a technology inventory
every January, but they do not share their inventory with the schools or TTLs.

One of the major problems with Kennedy’s access to technology is a lack of support from the Dis-
trict. There are many schools in this district and the IT department is quite small. Frankly, their
focus lies elsewhere - on the elementary schools and at the higher-performing high schools. Ken-
nedy is one of the last schools in the district to get wireless internet in every room: the wireless is
scheduled to go live at the end of February and routers have been installed in every classroom.
However, with the district’s lack of IT support, it is very difficult to obtain or replace technology
items. Several projectors and laptops have been stolen this year, and IT will not or cannot replace
them. WCCUSD also has a new and uneven tech training program. The district hired several tech-
nology coaches, but their position and authority is unclear. Despite the summer technology boot-
camps and afterschool site-based Tech Tuesday workshops that have been offered, many teachers
have also not had basic training with laptops, projectors, and document cameras and are unsure of
how to correctly use them in the classroom. The district asks teachers to use several different pro-
grams for grading, attendance, and student demographics that all require separate trainings and
understanding of various user interfaces. The technology system - both hardware and software - in
WCCUSD and as it is implemented at Kennedy is patchwork at best. There is no on-site tech per-
son (other than me, and I also teach a full load and do not have the knowledge to do heavy-duty
troubleshooting), and the district assigns their IT staff to several schools. That means IT issues can
go unresolved for several days. Many other districts have assigned IT staff to each school site (or
maybe two at most), but again this is an issue of district funding and allocation.

**Using Technology in the Classroom:** This year, the district was also introducing tablet carts to each
school site, beginning with the TTL’s room. Each cart has 40 ASUS Windows 8 tablets with a wire-
less router. The intention is that I (the TTL) would train two other teachers in use of the cart, and
then at the end of February they would receive their own cart, and train two more teachers in turn,
and over two years all teachers in the school would receive a cart to keep in their classrooms. Prin-
cipal Johnson also purchased two similar carts - one with 38 tablets and one with 36 tablets - using
district funds, and those were disbursed to the SPED department to use in the Learning Center, and
to a math teacher and an English teacher to use for CAHSEE preparation.

In my experience, the carts are extremely useful in class. The tablets give students another way to
access material, and allows for student driven inquiry and research projects in the classroom (with-
out having to rely on the computer labs). The tablets are also extremely helpful for EL students, as
they can easily translate assignments or find materials, relevant games, or videos in their native
language. Using the tablets for assignments is also helpful for my below-proficient or IEP students
as I can easily and discreetly assign differentiated activities or they can use the Internet to search
for words or ideas they don’t understand in an organic manner. It is also fun for the students to
use the tablets for alternative assessments, like a video of a song about geography, or creating a
PowerPoint or digital collage, writing a peer survey or being able to real-time peer edit with Goo-
gele Docs, etc. At least in a social studies classroom, the tablets give me access to a much larger
scope in my curriculum and allow me to assign projects and assignments that might otherwise not
be feasible for my students who often don’t have access to technology at home. I use Edmodo in
my classroom - an education oriented social media site where I can post assignments and notes to
class pages. Students can then complete the assignment on the tablet in class (or on the smartphone app or at home) and turn it in via Edmodo and receive quick feedback and grading from me. Parents can also access the Edmodo pages and see what their student is doing in class or for homework. In general, my students are excited about using the tablets and I saw a sharp increase in student engagement across my classes when I implemented regular tablet use during class time.

The district also intends that the students will eventually use the tablets to take the SBAC exams, although this year, students will use the computer labs for SBAC.

Kennedy has three computer labs on campus. Each lab has 20-30 working Dell PCs, although parts (i.e. mice and keyboards) often break or go missing. Not every computer is connected to the Internet, and some are broken. There is a lot of competition for the computer labs, as most teachers do not have access to student technology in their classrooms and many want to do projects that involve technology or research on the Internet. Kennedy would greatly benefit from more and/or upgraded computer labs, especially as we move towards computerized testing. However, this is dependent upon district and grant funding and implementation.

**Changes and Improvements:** This year marks the first introduction of student technology use in the classroom. Kennedy will also have working wireless access for teachers and students by the end of the year. A district tech coach spends two to three days a week on campus and participates in trainings during collaboration time (IlluminateEd and Google Drive were two successful trainings). By the end of next year, each teacher will have a cart of tablets to use in their room, and there will be roving carts to check out provided by the school. This is the second year of computerized SBAC testing. As the TTL, I have completed a comprehensive inventory of teacher technology that is being continually updated and will be referred to in the following years, making it easier for all teachers to access and receive their technology. More access to technology means increased communication between students and teachers, teachers and administration, and school staff and parents. Technology also give more access to curriculum for SPED and EL students, giving them more opportunities to succeed. While the technology distribution and implementation at Kennedy is difficult, we are becoming a “21st century school” with more complete access to technology for students and teachers.

**Academic Counseling**

Thanks to an addition of two full time positions funded at the District level, we are able to redistribute some of the responsibilities in the Counseling Department to better serve students this year. Longtime veteran Counselor Michelle Hart took on (English Only) 9th and 11th graders, while second year returning Counselor Sylvia Munoz became the College and Career Counselor. Former graduate tutor Nadeesha Dias became the College Counseling Fellow. Finally, we welcomed Alejandra Oseguera as the Counselor serving Seniors and English Learners. The caseload division amongst counselors resulting in an English Only/English Learner split was sparked by a recommendation from a District ELD consultant and has shown some positive results already. The additional personnel and resulting reconfiguration of duties will allow us to strengthen our commitment to paving the pathway to career and college for our students which is in alignment with our ESLRs, SPSA, and WASC Action Plan for the 2014-2015 school year.

Below, counselor Michelle Hart discusses some of the changes in the Counseling Department:
Our caseload was divided by our administration at the end of last year. It was recommended to them that one counselor should serve the EL population so that the EL program was supported through the stages of the EL program. The EL population is not large enough warrant this as a single group to serve.

The smallest of our classes at John F. Kennedy has traditionally been the senior class. Our admin determined that the EL counselor would also serve the seniors as many of our seniors are EL. The caseload for this counselor is 392 student. The second counselor was to have the remaining 9-11 graders as a case load. At this time this case load contains 457 students.

Following, new Counselor Alejandra Oseguera describes her duties as counselor supporting all ELL students and Seniors at Kennedy:

As the English Language Development ELD counselor at Kennedy High School 2014-2015 school year, I have a variety of responsibilities to ensure ELD students appropriate level placement and over all academic and personal support to promote student success. My counseling case load includes the 12th grade class too, which is a very demanding group as they are getting ready to graduate; some need to be referred to alternative programs in order to graduate on time such as Cyber High, Gateway to College, Continuation High School and/or Adult Education. In addition, I assist with college applications, financial aid, scholarships and over all recommendations for different colleges, universities, programs and scholarships.

One of my main responsibilities in this assignment is ELD coordination, which means that I am in charge of class scheduling and program changes, based on the students ELD placement test. I will also be assisting with the ELD reclassification and follow up paperwork and will attend the reclassification ceremony in the spring semester with my students that will be reclassified. I will be identifying which ELD students qualify to graduate with the seal of bi-literacy from the West Contra Costa Unified School District and ensure that their diploma has the seal. This year I’ve been encouraging ELD students to do concurrent enrollment at Contra Costa College, taking English as a Second Language ESL classes to improve their English fluency and grammar, in order to make sure they pass CAHSEE and graduate. Furthermore, I am serve as the Registration Assessment Placement (RAP) Center liaison; when students have questions and or concerns about their ELD placement level, I contact the RAP center and/or Mimi Melodia in Student Services to inquire and ensure that students are in the correct placement. I’ve also assisted with assessment, such as the SAT registration and CAHSEE proctoring.

In addition, I attend the English Learner Advisory Committee ELAC meetings to make contact with parents and let them know of the services that I provide as an ELD & Senior counselor at Kennedy High School. I provide data and information related to EL when requested. My priority in attending ELAC meetings is to serve as an advocate voice for English Learners. Another very important task in this assignment is requesting and evaluating foreign transcripts and entering these transcripts into PowerSchool, so that ELD students can receive credit for the coursework they completed in their native country. Some students are able to provide these transcripts others unfortunately can’t. This year was very overwhelming at the beginning of the school year as I had a high number of ELD seniors whose transcripts had not been entered and I had to do it promptly in order to ensure that they were on track for graduation.
I have found that students appreciate having an ELD counselor this year, especially those that are Spanish speakers because they can communicate with me easily. Parents and guardians also seem to feel comfortable meeting with me and utilizing me as a resource for their various needs. Students often come see me to ask me about academics, program changes, college questions as well as to talk about personal matters and if need be, I make the appropriate referral. I have a good number of ELD seniors, which means that I’ve had the opportunity to work closely with them regarding college applications, scholarships, and their FAFSA/Dream Act Application.

Building Capacity and Improving Systems: Culture & Climate

Community Partnership Programs

John F. Kennedy High School continues to recover from the loss of partnership programs such as the Century Community Learning Centers Program whose funding came to an end at the beginning of the 2013-2014 school year. Currently the high school is partnering with the Y-Team to provide after school programs that provide support and services to at risk students. Through academic year 2013-2014, some funding for these services came from the Safe and Supportive Schools grant awarded by the California Department of Education (CDE). The grant is offered via the U.S. Department of Education, Office of Safe and Drug-Free Schools, and is intended to target issues surrounding school climate. S3 programming, “Addresses issues of school safety and bullying, substance abuse, positive relationships, other learning support, and student engagement.”

Explicit detail on strategies implemented at Kennedy utilizing S3 grant funding are enumerated in the Safe and Supportive Schools: School Site Work Plan Activities Matrix. As the S3 grant sunset at the close of the 2013-2014 school year, Reginald Figgs, former S3 coordinator, continues his work with Kennedy High students this year under Y-Team funding, providing a reduced slate of tutoring opportunities and student support groups.

The Y-team continues to provide socio-emotional support through mental and physical health counseling services Kennedy students. A referral system that is easy to use is provided to students, teachers, and staff allowing students to be quickly referred to needed therapeutic counseling surrounding bullying, student and family conflict or any other stumbling block students can come across as they try and negotiate the complicated terrain of adolescence in their 21st century urban environment. A reduction in grant funding for the 2014-2015 school year endangered these services, until Principal Johnson agreed to utilize site-controlled funding to fund two the positions for two licensed counselors in the Y-Team’s Health Center.

A new wellness focus has also been a part of The Y-Team efforts, headed by Director Bianca LaChaux. Members of the Student advisory committee participate in creating nutritious options for the Kennedy lunch menu by organizing student taste-tests and discussion panels. As participants in the Community Wellness Project, students also conduct research on health issues impacting our school community and develop education programs to inform their peers of their findings. Additionally, these students participate in student-oriented leadership activities throughout the District during the year.

Other programs initiated by the Y-Team include: the Youth Advisory Board, Eagle Leaders, the YMCA Fit Club, Healthy Lifestyles Program, Wellness Workshops, Parent Workshops and Canned Food Distribution, Young Ladies’ Group, Young Men’s Group, and the Expect Respect Co-ed Support Group.
Finally, new construction of two full-service medical facilities was completed in January of 2015. Beginning this February, JFK will be much closer to our goal of operating as a full-service community school when the health clinics operated by Contra Costa County and Kaiser Health Services begin operating in February 2015. These clinics will begin by offering basic medical services to students, with the goal of eventually accepting community clients and expanding services to include vision and dental care, as well.

**College and Career Center:** Centrally located in the library, the College and Career Center is a recent addition to the Kennedy community (2012-2013) and embodies our mission to prepare students for college and career. Students can visit the center to receive support with researching colleges and career pathways, writing admissions essays, filling out grant and scholarships applications, and completing FAFSA applications. Unfortunately, College Advising Fellow Nadeesha Dias accepted another position mid-year and her position remains unfilled to date. Certificated Counselor Sylvia Munoz remains at the helm of the Center. Having the addition of Ms. Munoz as the College and Career counselor allows us to expand the services offered by the Center and brings us closer to creating a permeated with by the College and Career mission & vision. New activities supported by the Center include the administration of the AS-VAB multiple-aptitude assessment twice each year, Cash for College Night, Scholarship Awards Banquet, and College Campus Visits. Thanks to the efforts of the Counseling Department to inform and educate students about college and career readiness and paths, more students are graduating A-G ready and with scholarships in hand. An additional mark of success was achieved last year, when seven students from John F. Kennedy were selected to occupy highly coveted spots to participate in prestigious summer academic programs at Ivy League schools through the District’s Ivy League Connection program. These students credit their success largely to the support they received through the College & Career Center in preparing for the application and interview process.

**Figure 10.** College and Career Center coordinator, Nadeesha Dias and College & Career Collaborative coordinator, Velli Waller at Kennedy High School Cash for College Night.

**Time for an Academic Culture**

In the past, JFK has been plagued with tardies and late arrivals to school. After extensive surveying and research including an exhaustive audit process, Administrators initiated a change to the bell schedule for the 2014-2015 year. The new, later start time is in accordance with recent recommendations from the American Academy of Pediatrics, advocating that later start times for secondary schools are more developmentally appropriate for teens. This respon-
sive strategy is part of a larger plan to initiate changes to the school culture and climate and create students who are responsible citizens (WASC Action Item # 4 and ESLR#2).

Another effort to combat tardiness and increase student attendance and on-time class participation has been supported by Community Outreach Worker, Aniyah Bardell, who works to support our Culture & Climate initiatives. When Principal Johnson arrived at JFK, one of his first priorities was to make sure students were getting to class. In his third year, the focus has shifted to increasing the quality of that in-class time. Not only do students have to get to class, but they need to be there on time to reduce distractions for all and so that they have the benefit every instructional minute.

Following, Community Outreach Worker, Aniyah Bardell, discusses efforts to decrease student tardiness:

“Since the beginning of the school year, the tardiness rate has dropped substantially in the morning periods and this trend has continued throughout the day. As of the end of October, daily late arrivals figures have dropped between 60 and 80 percent on any given day. We are implementing several interventions to prevent student tardiness from becoming a disciplinary issue which detracts from the learning experience. These interventions include making contact with the student’s parent or guardian to notify them of the situation and to discuss possible remedies. Students who are excessively tardy to classes throughout the day also receive personal phone calls home. Since implementing these interventions, we have seen a decrease in tardies. The assistance provided by the parents and families of students in encouraging their children to get to school and class on time is a major factor in this large decrease.”

Involving and Communicating with Parents

Following the previous visiting committee’s recommendation to focus on parent involvement as an area in critical need of follow-up, we have concentrated efforts and devoted additional resources to ensuring that the voices of student families are solicited and heard and that their needs are met. We have implemented a multi-pronged approach to encourage parent involvement that begins with one-on-one relationship building and includes multiple types of opportunities for involvement.

Below, ELA and Theatre Teacher, Jamie Myrick’s, describes how, she and other members of her Department contribute to building community by involving families at “The K”:

“The Kennedy VAPA-TECH team of teachers has been actively engaged in teaching, organizing and participating in activities designed to enhance student learning opportunities while building a stronger rapport with parents and the communities that serve our feeder schools. Our classes involve technology, art, construction, performing and we have on going opportunities to share with the community the talents of our students. We work with our students to create projects that bring us together as a community around issues that improve the climate of our school site. Our overall goal is to build a working partnership relationship with parents and guardians of Kennedy High students in an effort to create a productive calm school climate.

This academic school year, we recognize that, like every high school, we face the challenge trying to meet the needs of our students with very little parent involvement. The VAPA-TECH team of teachers teaches lessons that help students to create products that should be displayed, watched, and performed. We are therefore committed to the goal of bringing parents and community in to
witness, participate and enjoy presentations of student work. To initiate this process we did the following:

* Used the Blackboard Connect system to publicize important school announcements (test dates/recognition nights/special events)

* Staff uses Power School & network with parents to remind them they have access to grades daily

* The SSC and ELAC parents have combined to promote continuity of goals and objectives

* Student recognition ceremonies included displays of VAPA-Tech classwork and student performances

We recognize that to build parent engagement on campus, we must reach out to incoming freshmen. In August, during freshman orientation, we set up workshops on how to use PowerSchool, made parents aware of free and low cost tutoring programs while giving students and parents a tour of the school. We also reached out to 9th grade parents to share with them how they and their students could benefit from on-campus services designed to help them to be successful students.

At the end of the first quarter, we also hosted a 9th grade parent night. It is our desire to make this an annual event. Last year’s 9th grade parent night was well attended. This year’s came on a night of heavy rain but the parents who showed up were pleased to have the valuable information. A team of Juniors and Seniors participated in this round table discussion as part of their service learning project. They helped us to share our desire to help students and families with issues related to academics and any conflicts that could stand in the way of student learning. Our discussions also addressed how parents, teachers and students can work in partnership to create a solid school community, when we share the same strategies on campus and at home when addressing student conflict. Parents were given an overview of the restorative justice program, examples of how to use refocus statements to help teach youth to take responsibility for their actions and decisions. We are committed to hosting this annual 9th grade parent meeting designed to provide parents with tips on services, programs, and school clubs.

We invited parents and community to celebrate the academic achievements of our honor roll students. The program opened with a student designed video. The school provided food and refreshments and the VAPA–tech team provided student performances, displays of student work, examples of students developed technology, wood work, and art work. Parents and students were even given the opportunity to play with robots created by Kennedy students. We were pleased to provide each honor roll student with T-shirt’s made by the Kennedy Silk Screening class.

As we address our goal for increasing parent involvement, we continue to work closely with the Eagle Foundation, and JFK Parent Connection. For the second year, we were pleased to have the support of the Eagle Foundation for helping us to find speakers for our school-wide College and Career Day. The 2015 College and Career day was focused on the topic of how education can prepare us to be agents of change in our community. 12th grade students listened to a panel of Richmond community, civic, and business leaders on how their education and work has allowed them to work on issues designed to create for all of us a better Richmond. Throughout the school day all students met speakers from a wide variety of careers, who talked about how the classes they took
each day may be able to lead to exciting careers. Many of the speakers were Kennedy alumni. Parents were invited to participate in a variety of ways, some came to speak, some donated refreshments, and they were welcomed to sit in on speaker presentations.

We recognize that PowerSchool can be a powerful tool for uniting parents and teachers around student achievement. Our goal is to work with parents to help every student to develop successful learning skills. So, during school events that parents usually attend (such as Orientation or Back to School Night), we held training sessions on using PowerSchool.

Fellow VAPA/Tech teacher Dr. LaRue Moore serves as the Teacher Lead for the Project Connect cohort. This program, supported by the Sprint company, provides 65 students (and their family) with a free laptop and wireless access. Receiving this grant gave us yet another opportunity to connect with parents and guardians, as part of the program involved providing digital literacy skills training to both students and families. Participating families receive 6 hours of training led by Dr. Moore at Family Nights held throughout the year.

We are pleased to now have a parent liaision on staff. Aralyn Stallings has created a list of parents who are now making themselves available to help in some classes, support field trips, and support the VAPA–Tech team that continues to reach out to Kennedy parents and the community we serve. We believe time spent networking with parents is time well spent. We know our efforts can result in creating a more productive calm school climate.”

Following, Aralyn Stallings, Community Outreach Worker, discusses her work to encourage parent involvement:

“We have begun to implement systems and forms that are helping us increase parent involvement, community support, and school climate. We are putting systems in place and creating streamlined documents to help overcome challenges that prevent families from becoming involved with the school.

As a Community Outreach Worker (COW), I am present and available to communicate with parents, and to develop relationships through conversations, resources, and meetings. A big part of my ability to establish relationships with families comes from my ability to is having staff who are be enthusiastic about my work, have a personal interest in the community, care about the students, understand the climate, exert a positive energy, exude welcoming vibes, and make people feel appreciated and respected.

I have established a streamlined Volunteer Follow-up System with community members and parents who show interest or apply to volunteer at Kennedy. Through this system, the COW, has been able to begin to manage and coordinate all initial and follow-up communication with interested and cleared volunteers for scheduling and placement. Follow-up begins with an email and phone call to welcome the volunteer, gather more information, and schedule an orientation. The basic orientation includes an explanation of the current focus areas of need for volunteers, a discussion of the volunteer’s affiliation to Kennedy, available schedule, contact information, and possible placement suggestions. All of this information is recorded on our new Volunteer Placement form, and filed in a volunteer binder. All volunteers are introduced to admin and appropriate staff, given
a Kennedy High School site badge, and a tour of the campus. Now, there is a record and a system in place that can be easily followed, tracked, and improved.

In addition, I have created a spreadsheet to use to track communication with all interested, cleared, and placed volunteers. This system has been successful. So far, over 60 volunteers have been contacted for follow-up. Eight new volunteers have begun to work on a regular basis or for special events in some capacity in the past month alone. A new partnership with the City of Richmond has begun and we held our first Parent Night for 2015, at which 5 more parents signed up to begin volunteering.

Our communication with parents has also improved. We are sending bilingual messages out in English and Spanish through call-outs and flyers, school wide. We are also making direct phone calls to get parent input and increase awareness. For example, we were able to directly contact about 150 parents regarding the 8 period schedule vote to get their input and direct feedback on the matter.

Overall, the main challenge is that we are doing things that either haven’t been done before, or weren’t documented well enough to recreate, so it’s as if we are navigating uncharted waters. I am working with administrators and teachers to create and implement new systems and processes that need to be in place and become a part of our infrastructure. In addition, we have new parent and community member volunteers who are eager to get involved, but need training and guidance.

So far we have experienced success and gains in a short period of time. There are many challenges and obstacles that we are addressing and learning to approach systematically. Parents are beginning to feel more welcome, get more informed, and starting to engage more. Community Organizations are also starting to get involved and provide more in-kind support. We are moving in the right direction and have every hope for continued success.”
III. Process for Development of the Progress Report

Introduction

The evolution of the WASC process at John F. Kennedy High continued with the development of the WASC-Limited Term progress report for 2014-2015. While once again change in faculty and administrative membership along with changes in SSC/ELAC configuration and membership has created some challenges for continuity it also has created the necessary development of extensive teacher leadership and creation of parent liaison positions which extended WASC participation to all major stakeholders to the greatest extent during this most recent WASC process beginning in 2011. While we still are in a building process with regard to SSC/ELAC participation we have a core group of parents, teachers, staff and students who participated in the development of the WASC action plan and the correlating SPSA. Stakeholder participation in the development and production of the progress report has expanded this year and includes multiple authorship and multiple contributors. The WASC process was overseen by the WASC Coordinator and the Administrators who formed the administrative portion of the WASC stakeholders. Focus groups included the ILT, Student Leadership, SSC/ELAC who helped include the groups of stakeholders at John F. Kennedy High School.

Process for Development of the Report

Instructional Leadership Team Process: Members of the The Instructional Leadership Team (ILT) essentially serve a dual role as WASC team leads because the two roles serve virtually the same purpose. In both roles, members are responsible for serving as: leaders - directing team meetings and solving problems, leading teams data analysis and program evaluation, etc.; and liaisons - keeping team members and leadership informed of needs and progress. Our school site has implemented theme based WASC teams in the past (ex.: Culture Committee, Curriculum Committee, Parent Involvement Committee, etc.), however we find that maintaining our Department-oriented teams when attending to WASC-oriented tasks is preferable for two main reasons:

1.) Stakeholders can more easily situate the work they are doing within a context that makes sense to them. For example, when meeting in Department-specific teams, English teachers can examine how their college & career research and writing projects help us to accomplish Action Plan Item #3 Increasing College & Career Readiness. Work becomes more meaningful, and more fulfilling, when it is situated within a personal context.

2.) WASC business is no longer separate from school business. What we’re working on for WASC isn’t something separate from the goals for which we strive every day. WASC business is seamlessly integrated into what we do on a daily basis. We are more likely to accomplish a goal that we are aware of, is relevant to us, and is frequently addressed.

The ILT is composed of representative chairpersons from each content-area department alongside three liaisons to District level committees and the three members of the administrative team. ILT members include the following:
## 2014-2015 INSTRUCTIONAL LEADERSHIP TEAM

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<thead>
<tr>
<th>ADMIN TEAM</th>
<th>DEPARTMENT LEADS</th>
<th>DISTRICT LIAISONS</th>
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<tr>
<td>Principal Phillip Johnson</td>
<td>ELA Lead and UTR Rep., Ralph Bedwell</td>
<td>Common Core Liaison, Courtney Enos</td>
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<tr>
<td>Assistant Principal Charlotte Benson, M.Ed.</td>
<td>SPED Lead and WASC Coordinator, Susan Binder</td>
<td>Teacher Technology Liaison, Natalie Sheehan</td>
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<td>Interim Assistant Principal Andrew Brooks</td>
<td>PE Lead, Harry Campbell</td>
<td>Academic Subcommittee Liaison, Karen Zavala</td>
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<td>Assistant Principal Allison Huie, Ph.D.</td>
<td>World Languages Lead, Jennifer Hanson</td>
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<td>ELD Lead, Hilda Huerta</td>
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<td>Mathematics Lead, Mark Moran</td>
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<td>Social Science Lead, Julian Pont</td>
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<td></td>
<td>Visual and Performing Arts &amp; Technology Lead, LaRue Moore, Ph.D.</td>
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<td>Science Lead, Ginger Staley</td>
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**History:** As the completion of the WASC 2012-2013 Self Study Report was realized it became increasingly apparent that high-functioning theme-based WASC committees would be difficult to maintain. Several factors contributed to this reality: rate of faculty turnover; a new administrative team; dissolution of committee membership; district directives occupying collaboration agendas; inability to coordinate cohesive evidence collection; and a need for more department-level collaboration to meet SPSA and WASC-Action Plan objectives.

Considering the aforementioned factors, and with information provided by WASC-ACS literature, the Instructional Leadership Team decided to assume WASC committee duties under the guidance of the new WASC coordinator. ILT members would lead Department-level teams that would continue to function much in the same way that WASC committees had for the 2011-2012 and 2012-2013 academic years in order to gather information, data, and evidence for the 2013-2014 Limited-Term Progress Report and Revisit. The ILT also took on the major responsibility of organizing evidence for the WASC-Action Plan at the department level. The ILT approved the use of evidence binders with subsections correlating to WASC-Action Plan Items #1-#5 through which to collect evidence for both the Report and Revisit.

ILT initially played a major role in reformatting the 2013-2014 WASC-Action Plan by approving the alignment and reformatting of the Action Plan with the Single Plan for Student Achievement (SPSA). The alignment and composition of the document was carried out by the WASC coordinator and several ILT members and subsequently submitted to all faculty for approval.
A similarly efficient and collaborative process was pursued in the composition of the 2013-2014 Limited-Term Progress Report. ILT members worked closely with the WASC coordinator to provide input for the report and direct data point collection. Specifically, former WASC coordinator and World Languages chairperson Cecilia Distefano collaborated with the WASC coordinator to gather information and guide the report authorship so as to maintain a consistent and uniform voice in the document.

Developing the 2014-2015 WASC Self Study Limited Term Progress Report: The evolution of the WASC self study process continued during the 2014-15 school year. While coping with the departure of both previous WASC coordinators this year, early-on the WASC coordinator and administrators endeavored to further increase collaboration and inclusion within the WASC self-study process.

To that end, the process of Action Plan analysis and revision included all credentialed staff and the SSC/ELAC representatives, Eagle Foundation representatives, and Student leadership as well as the Instructional Leadership Team. Initial work for the 2014-2015 WASC Action Plan and Report began in the Spring of 2014, directly after receiving the 2014 visiting Committee’s report and recommendations. Stakeholders reviewed the visiting committee’s report, paying special attention to the areas of concern and began the process of discussion, troubleshooting, planning, and finally, revision to the Action Plan. The Action Plan draft, further streamlined and revised to align with the current 2014-2015 SPSA was re-presented to the above named stakeholders at separate meetings and at various times in early Fall of 2015 for further refinement based on ongoing needs, developments, and progress. At each meeting opportunity, stakeholder groups were afforded the opportunity for whole and small group discussion before stakeholders presented their edits and suggestions to the WASC coordinator, who then consulted ILT before further revising the Action Plan draft.

The ongoing process of evidence collection became a regular practice at ILT meetings, whole staff meetings, department meetings, parent meetings, student leadership activities and culture and climate committee meetings. As we integrated WASC plans and actions into our daily conversations and practices, more and more stakeholders were mindful of evidence collection and how their efforts toward school improvement were aligned with the WASC Action Plan. Technology was utilized to a higher degree than in years past in order to increase communication and collaboration around our WASC efforts. Much of this evidence collection was transmitted via a shared Google Drive and/or via district email and flash drive.

Detailed data tables, statistics, and data points were all provided primarily by the administrative team and teacher leadership team and were further supplemented by data collected by the WASC Coordinator. These data include re-alia (meeting documents, classroom work product, parent handouts, etc.) and photographic evidence collected by various stakeholders.

Authorship of the 2014-2015 WASC Summary Progress Report was a collaborative process organized by the WASC coordinator and carried out by the faculty and staff of John F. Kennedy High School, under the guidance and along with the assistance of Administrators. Individual sub-groups composed of Teachers who were expert in various areas like Advanced Placement teaching, CAHSEE intervention and support, parent involvement, counseling, etc. collaborated with peers to produce and provide perspective-laden mini-reports for the WASC coordinator.
A draft version of the report including data and other evidence forms was produced and ultimately submitted for review by our ILT.

While they had a tremendous voice in the development and monitoring of the WASC Action Plan, the School Site Council (SSC) and English Learner Advisory Committee (ELAC) officially played a more limited role in the development of the Report’s composition due to the frequency of monthly meetings and limited member availability. However, it should be noted that several of the faculty members who sit on SSC/ELAC are also members of ILT and submitted contributions to this report. Input and assistance was sought from additional stakeholder groups including staff members, at-large JFK faculty members, and The Eagle Foundation (support group composed of community members). These stakeholders reviewed the WASC Actin Plan numerous times and have been collaborating to collect WASC Evidence and assist in composing the Progress Summary Report.

2014-2015 Limited-Term Progress Report was presented to ILT via email and approved on February 23, 2015.

Presentation of the Report: On February 24, 2015 John F. Kennedy High School’s 2014-2015 Limited-Term Progress Report was approved by its ILT. The Report was later prepared for delivery via electronic mail to Superintendent Murry Schekman. The Report was electronically mailed by WASC Coordinator, Susan Binder and copied to all members of the ILT.

Subsequent to this process, the Progress Report was then presented at the Wednesday February 25, 2015 staff collaboration and professional development meeting.

Additional dissemination of the Progress Report will include a presentation of its contents at the March, 2015 SSC/ELAC meeting. This presentation will be provided by students who are taking part in the WASC Service Learning project overseen by Dr. LaRue Moore and Ms. Susan Binder. These students will also present the WASC Summary Progress report to various student classes and the WASC visiting committee members on March 23, 2015. Additionally, the Report will be uploaded on Kennedy High School’s district website (http://www.wccusd.net/Domain/648). The physical mailing of the report to governing boards will be undertaken by Principal Phillip Johnson to both the District Superintendent’s office and to the office of the WASC Executive Director at:

Accrediting Commission for Schools
533 Airport Blvd., Suite 200, Burlingame, CA 94010.
IV. Progress of the Critical Areas for Follow-Up

Introduction:

This section of John F. Kennedy High School’s 2014-2015 Limited-Term Progress Report specifically addresses the recommendations made by the 2013-2014 WASC Visiting Committee. The School-wide Critical Areas for Follow-up are listed below in numerical order, according to the format found in the Self-Study Visiting Committee Report. Descriptions of how the reformatted and realigned 2014-2015 WASC-Action Plan (see Section V.) addresses the Critical Areas for Follow-up are also offered along with recent progress made in each area. Once again, in this chapter, we offer first-hand accounts of how WASC concerns are being addressed within the school, written by various stakeholders who contribute to the work of addressing these issues.

CRITICAL AREA FOR FOLLOW-UP #1: Student Engagement

Action Plan Item(s) Addressed: Action Plan Item # 1 Improve student outcomes in core content areas with emphasis on English and Mathematics

Progress Made: Faculty and administrators started this school year with a discussion of our Principal’s vision for the school. This vision includes making JFK the kind of school that students are excited and proud to attend and where they want to participate in school activities. Because we know that students who are involved in school activities attend school more regularly, perform better academically, and are less inclined to commit infractions resulting in disciplinary measures, it is important to us to create a culture and climate that promotes student engagement both inside and outside the classroom.

Inside the classroom: Common routines & practices, including Blackboard Configurations and SIOP (Sheltered Instruction Observation Protocol) have been adopted school-wide, in order to engender student engagement within the classroom. SIOP Model texts have been purchased and will be provided to faculty. Implementation of SIOP Model strategies has been written into and aligned with our SPSA. Wednesday collaboration includes time set aside for small group targeted professional development and cycles of inquiry centering on practices to engender student engagement by implementing SIOP strategies have been initiated and are ongoing within departments and individual classroom practice. Department teams and individuals in English and Math have worked closely with District content coaches throughout the year in order to plan and execute engaging lessons that are aligned with new content standards.

Outside the classroom: Stipends have been made available to faculty members willing to sponsor Student Clubs and Activities and we have established a Culture & Climate Committee that meets weekly to discuss and plan for campus activities intended to promote school culture and improve the school climate. Student Leadership, in concert with the Student Activities director, Ms. Eaglin, and the other teacher and staff members of the Culture and Climate Committee have organized several student activities and events ranging from academic awards, nights, cash for college night to step dancing performances at lunch time and hosting a local radio station in a take over the school/ take over the radio station exchange. A school-wide college day event was also held, involving local community members, students, teachers and district representatives produced a round table discussion about the face of the community and how education affects lives. The same day saw local community members addressing students simultaneously in various classrooms throughout the campus talking about their experiences with education and how it played a role in their lives.
Special attention to tardies and attendance, including a coordinated plan to make personal contact with parents has resulted in a significant reduction in morning and afternoon tardies as well as a notable reduction in truancies. Along these lines, the school start time has been adjusted in an effort to increase on-time student attendance.

New computer carts, replete with individual student tablet computers, have been purchased and disseminated to classrooms throughout the campus. Wifi connectivity has been activated on the Kennedy campus, allowing use of mobile devices in the classrooms.

Continued implementation of the 8 period schedule has allowed inclusion of new electives, and more Advanced Placement Courses. Courses like French and Theater Arts, along with Computer Science, Computer Applications, and a Graphic Arts class in which students learn to operate a full-service silk screening shop, have added diversity to Kennedy’s course offerings. The work produced by students in some of these classes further contributes to promoting school culture and student engagement in school activities. For example, students in the Graphic Arts are producing t-shirts for other student organizations and events that can be seen worn around campus and throughout the community.

CRITICAL AREA FOR FOLLOW-UP #2: Graduation Rate

Action Plan Item(s) Addressed: Action Item # 3 Increase the number of students who are college and career ready.

The reorganization of the duties in the Counseling Department, along with the Addition of a College and Career Counselor and Advising Fellow, allows grade-level counselors to work more closely with individuals on caseloads. Redefining roles also allows more concentrated attention to the needs of vulnerable student subgroup populations, such as English Language Learners. The second year of an eight period schedule offers additional time for the completion of credits for those students who need to recover credits and it allows for the inclusion of support classes to help students succeed in completing their A-G requirements.

Figure 15. Percent of JFKHS Seniors Graduating and Completing A-G Requirements
Academic support is offered and available to every student through Saturday School, Study Island Open Lab, and individual Study Island accounts, which are now accessible in many classrooms thanks to the recent addition of wifi connectivity and classroom computer carts. The dedicated College and Career staff help students identify post-secondary plans and monitor progress toward graduation as well as encourage and support the process of applying for post-secondary programs. The quarterly grade review process identifies students who are credit deficient or in danger of becoming credit deficient and provides support and targeted interventions for achieving proficiency.

CRITICAL AREA FOR FOLLOW-UP #3: Parent Involvement

Action Plan Item(s) Addressed: Action Plan Item #4, Improve School Culture and Climate

Progress Made: We continue practices intended to increase parent engagement that were first instituted two years ago by our new Principal, Mr. Johnson. These regular events, such as the quarterly academic awards nights and Parent Night, include opportunities to celebrate student success and to come together as a community to support our students. Community Outreach Worker, Aralyn Stallings was hired this year to fill a critical new role devoted to increasing parent involvement. In her position as Family Liaison, Ms. Stallings has worked closely with the Eagle Foundation and the JFK Parent Connection to continue the work both groups do to involve and inform our students’ families, in addition to soliciting parent involvement through new outlets. Additionally, Ms. Stallings has established a streamlined volunteer follow-up system to better support and utilize community and family members who show interest in volunteering at Kennedy. Through this system, she has been able to begin to manage and coordinate all initial and follow-up communication with interested and cleared volunteers for scheduling and placement. Follow-up begins with an email and phone call to welcome the volunteer, gather more information, and schedule an orientation. Ms. Stallings also spearheads the effort to collect parent information at every event. Finally, Ms. Stallings is helping to develop plans for a Parent Center to be opened on campus in the 2015-2016 school year. We continue to appreciate our JFKHS parent representatives who participate as members of the District LCAP committee, MDAC committee, and Best Practices Night. AP Science Teacher Ginger Staley held an Informational Night for families of students in her AP Chemistry class so that families could better support their students. Several trainings have been offered throughout the school year to family member stakeholders. PowerSchool training & assistance have been offered at Orientation, Back to School, and Open House. Computer Science teacher and Project Connect Lead teacher, Dr. Moore, is providing several hours of digital literacy training to families as part of their participation in the Sprint Project connect program.

Figure 16. Kennedy High School was proud to host Sprint and honor the Sprint Project Connect participants. A cohort of Kennedy 65 Juniors received a laptop top and free wireless internet service.
CRITICAL AREA FOR FOLLOW-UP #4: Systems of communication among all stakeholders, i.e. parents, faculty, staff

Action Plan Item(s) Addressed:  Action Plan Item # 4 Improve School Culture & Climate

The new Administrative Team has developed a variety of means to increase communications between and among stakeholders. ConnectEd, an auto-dialing system, allows school officials to communicate directly with parents in both English and Spanish. Parents, guardians and students are regularly notified via connectED in both English and Spanish of upcoming events, important dates and any other important news. Administrators, teachers, counselors, and staff members also regularly make personal phone calls to families to communicate about school business. Faculty members have begun to use Google Drive as a means of collaboration for updating departmental folders documenting WASC Action Plans. Google drive has successfully been used to share documents and pictures and film between departments and individuals. Google drive allows teachers, administration, and other stakeholders to easily collaborate on events and projects. Microsoft Outlook continues to serve as a versatile and reliable tool that is widely used by stakeholders for both its email features as well as its calendaring features. Teachers, administrators, and staff exchange regular emails and keep each other abreast of events and important dates through the calendar functions. Increased use of the MS Outlook Calendar functions has helped us to increase awareness of important school activities such as: sports & academic events, IEP meetings, campus visitors & speakers, testing events, assembly events, and important deadlines. Meeting dates times have been regularized and are set well in advance and agendas are distributed in advance whenever possible, and care is taken that meetings involving families do not conflict with other regular meetings held by our feeder schools.

Given the demographics of our school community, it is important that staff members who are bilingual are available and that we make sure to present all school communications in both English and Spanish. For the past two years, we have had a member of the Admin Team who can communicate in Spanish. Last year’s addition of Ms. Munoz and this year’s addition of Ms. Osegura means that we have two Spanish speakers in the Counseling Department. Our office staff includes three full-time personnel who are Spanish-speaking. Additionally, we are now ensuring that technology-assisted translation is made available for large campus events so that families can participate fully in these experiences.

A stipend was made available for a webmaster position to increase communication with parents and community via the web. Since taking over as Kennedy’s web master, Computer Science and Photography teacher, Mr. Pinto, began using the School Wire system to help create Kennedy’s first real school web site. The district web consultant has since used our site as an example to demonstrate to other schools what can be accomplished within the School Wire format. There is a link to a school and staff directory on our web site and this directory includes teacher contact info, class schedules, and syllabi as well as other relevant links. In collaboration with Dr. Moore and his direction of our service learning program, we are providing a service learning opportunity where students can gather syllabi and rubrics from teachers on a flash drive and Mr. Pinto will train the students on how to use the web environment and post their artifacts to the web site.

The SSC/ELAC groups collaborated to develop a parent survey in late Spring 2014 that is being implemented to gather feedback from families. These results will be utilized to further inform our practices and programs and enhance the educational experience for students and families.
CRITICAL AREA FOR FOLLOW-UP #5: CAHSEE pass rate

Action Plan Item(s) Addressed: Critical Area for Follow-Up #5 is addressed both in Action Item #1 Improve student outcomes in core content areas with emphasis on English and Mathematics and Action Item #3 Increase the number of students who are college and career ready.

Progress Made: Focus on CAHSEE passing rates is addressed by providing targeted intervention to those students requiring support, as well as ensuring in-class preparation for first-time testers. Teachers from all Departments and classes are supporting the efforts of the English and Math Departments to prepare students for CAHSEE success by providing students opportunities to practice with CAHSEE type assessment items across the curriculum. The ILT planned and led professional development sessions designed to help their peer teachers be able to create these CAHSEE type assessment items, plan for their implementation, and analyze the results of student responses to these items. Administrators work to set the tone for a positive and supportive culture directed toward encouraging students to try their best and understand the importance of passing the CAHSEE.

CAHSEE support classes are available to those students needing targeted support to pass the CAHSEE. CAHSEE bootcamp is available to all students during Saturday sessions and students always have access to CAHSEE practice support through individual Study Island accounts assigned to each Kennedy student.

The English department has focused on CAHSEE preparation by trying a new tactic this year. This targeted plan is described below by English Department Lead, Ralph Bedwell.

“The English Language Arts Department has put considerable effort into test preparation during the 2014-15 school year. The main focus so far has been CAHSEE preparation, especially in the sophomore classes. Mr. Bedwell and Mr. Bader have taken a multi-pronged approach: teaching specific CAHSEE essay writing strategies, focusing much more so than in the past on the CAHSEE multiple choice section, and giving students practice and instruction on how to most effectively take a multiple choice test.

For the CAHSEE essay, students received instruction in how to analyze a CAHSEE writing prompt before responding to it using a technique known as “The 4T’s”. This teaches the student to identify type, topic, task, and thesis statement prior to writing their essay. Students practiced this by breaking down multiple prompts for each writing type. Students also received specific instruction on how to write each of the five types of CAHSEE essay: persuasive, expository, business letter, biographical narrative, and response to literature. Students first used a student-friendly CAHSEE rubric to analyze and score student-written CAHSEE essays on each of these types that had been taken from the State’s CAHSEE released writing prompts website. Then, they received specific instruction on the features of each. Finally, they wrote at least two practice essays of each type in response to CAHSEE released writing prompts.

For the multiple choice section, students were first given a practice CAHSEE multiple choice test that was as authentic as possible. All questions were taken from the State’s CAHSEE released questions website. The ratio of each type of question and the standards they tested were the same as those listed in the CAHSEE Blueprint on the same State website. After this practice test was administered, they were scored and a unique profile was made for each student, showing their strengths and weaknesses. This allowed Mr. Bedwell and Mr. Bader to analyze both individual and overall
trends and target preparation to the areas of greatest weakness. The final two weeks before the February test was spent doing this.

The other area of focus was on how to take a test. The first tool used in this was the practice test itself, which gave students experience taking a test with authentic CAHSEE appearance, content, feel, and conditions. Also, specific instruction was given in how to most effectively eliminate wrong answers, look for key words in questions, and use time wisely.

The Math Department also focused on improving CAHSEE scores in a targeted manner that was reinforced department-wide. Below, Math Department Lead Mark Moran offers a description of these efforts.

“A main focus over the past several years has been to improve our CAHSEE pass rates in math. We have used several strategies to do this. First, we have worked to incorporate more CAHSEE materials into our Algebra 1 and Geometry curriculum as appropriate. For example, many topics in the Number Sense, Algebra & Functions, Probability and Algebra 1 strands are appropriate for reteaching, review and practice in an Algebra 1 class and many topics under Geometry & Measurement are appropriate for reteaching, review and practice in a Geometry class.

We have also collaborated at every subject level to develop CAHSEE style questions so that students can become more familiar with the format and type of problems they will be asked to solve. In addition, we developed and have been teaching the IDFK method for problem-solving (a mnemonic device to help students remember the step-by-step process of analyzing a multiple choice question, ruling out improbable answers, and identifying key parts of the question that will help them to select the correct answer) in order to empower our students to demonstrate what they have learned on standardized tests. Since we have started these strategies, we have seen an increase in our CAHSEE pass rates for the tenth grade students.

For upper level students, we have also continued our CAHSEE Prep Math course. This class is devoted specifically to helping our students learn or relearn the basic math skills and topics that had originally been presented to them in earlier grades. The primary focus of the class is to improve the CAHSEE math pass rate (and therefore, the graduation rate) of our students, but this class also presents problem-solving and test-taking strategies that can be used in any math class or on any math test. In addition, we have purchased licenses for a web-based program (Study Island) that allows our students to have extra practice with CAHSEE-type questions. We also offer students a “CAHSEE boot camp” for several weeks on Saturdays leading up to key CAHSEE exam dates.

Also introduced this year was a special assembly directed at supporting and engendering student enthusiasm for CAHSEE test day.”

The Special Education Department focused on supporting students in writing CAHSEE style essays and examining CAHSEE style prompts as well as focusing on test taking strategies during tutorial classes. The Applied Academics Academy has been working to design a math foundations curriculum to target those students who need support around the foundational skills required to pass the CAHSEE and matriculate students into the general education classroom CAHSEE ready.
Administrators worked to keep families and students aware of all CAHSEE preparation opportunities including CAHSEE boot camp on Saturdays and CAHSEE testing dates through bilingual communication using the ConnectEd system.

**CRITICAL AREA FOR FOLLOW-UP #6: Remediation and support for students who are below proficient**

**Action Plan Item(s) Addressed:** Action Item #1 Improve student outcomes in core content areas with emphasis on English and Mathematics and Action Plan Item #3 Increase the number of students who are college and career ready.

Remediation through intervention has become the operating principle for the school. The new 8 period block schedule contains time for support and intervention classes. Saturday school is also a means for intervention as is the Applied Academic Academies.

**Progress Made:** The 2014-2015 school year has seen the full implementation and widespread introduction of Study Island to all students for the purposes of supplementing the curriculum as well as providing opportunity for remediation or extension. After school Study Island tutoring periods are available on Tuesday and Wednesday each week. Saturday School combines socio-emotional support through restorative practices with academic support in the form access to academic counseling, Study Island, CAHSEE Bootcamp, and academic skills tutoring. This academic intervention is available to all students but is particularly recommended for students who have been identified via SST or administrative or teacher disciplinary referral. Parents are informed via ConnectED in Spanish and English about the availability of tutoring and the hours of operation and location.

As previously discussed in Chapter 2, the eight period schedule adopted by John F. Kennedy High School has afforded the inclusion of Algebra 1 support classes as well as CAHSEE Support classes for identified students in need of targeted intervention. A Learning Center, providing targeted intervention via on-demand content-area skill building as well as tutorial support for in-class projects was slated to begin operation in 2014-2015. For various reasons, we have struggled with configuring a usable version of a learning center that adequately fits the needs of students and classroom procedures for teachers. We have conducted a needs assessment and polled teachers, in addition to examining successful Centers at other schools, and are currently revising the Learning Center procedures to allow more flexibility for teachers while providing the needed support for students. Due to FTE constraints the Learning Center is staffed during six of the eight class periods. The addition of a computer cart and Wifi accessibility, as well as the purchase of assessment devices like TOWL and CMAT also contribute to making the Learning Center a valuable asset for intervention at John F. Kennedy High School.
CRITICAL AREA FOR FOLLOW-UP #7: Referrals and suspensions

**Action Plan Item(s) Addressed:** Action Plan #4, “Improve school culture & climate,” was specifically realigned to address the concerns referenced in Critical Area for Follow-Up #7. Kennedy High School’s campus members have made great efforts to address student-student and student-teacher conflicts that commonly result in referrals and suspensions. Beginning in the 2013-2014 academic year, we have focused on providing students with alternatives to suspension and began utilizing Restorative Practices, resulting in a substantial reduction in suspensions.

**Progress Made:** Thanks, in large part to the concerted effort of faculty and administrators to implement Restorative Practices and multiple interventions in lieu of disciplinary actions that remove students from class, suspension rates have been cut dramatically (see table 11). Utilizing these new tools and committing to the belief that students are better served by being in school, we are on track to cut suspension rates by half again this year.

The Restorative Justice model is one of the most powerful tools at the disposal of campus stakeholders. The administrative team has taken a progressive leap forward by partnering with WCCUSD and community partner, Catholic Charities of the East Bay, to train one hundred percent of its faculty and student services staff members in Restorative Practices. Administrators have made a significant commitment to preparing community members to implement these strategies by committing resources to be able to providing three days of training for each person. Additional discipline intervention support is being provided to Kennedy High School through conflict mediation services provided by Counselors who work under the direction of the Y-Team’s Health Center.

**Table 11. Three-Year Rates of Suspension and Expulsion, School Accountability Report Card 2013-2014**

The John F. Kennedy ILT is currently exploring additional resources for reducing student-student and student-staff conflicts. The ILT has identified positive behavior support (PBS) programming as a possibility for further exploration in this area.

CRITICAL AREA FOR FOLLOW-UP #8: Reclassification EL students

**Action Plan Item(s) Addressed:** Action Item #1 Improve student outcomes in core content areas with emphasis on English and Mathematics and Action Plan Item #3 Increase the number of students who are college and career ready.

**Progress Made:** Many changes have occurred in the English Language Development (ELD) Department during the 2014-2015 school year. The new school year found a brand new staff teaching ELD, additional FTE granted to appropriately support students and provide relief to overly large class sizes, a Bilingual Graduate Tutor position created to provide support, a new counseling position created to work solely with ELD students, and the need for a separate Newcomer section of ELD 1. Teachers and administrators at JFK have also committed to implementing the SIOP Model in content area classroom. The SIOP Model presents a collection of research-based best practices and strategies that are proven to support English Learners. Building on two previous years of training faculty and staff, we allocated funds to provide all faculty with a SIOP Model text and ILT has worked to continue to lead focused professional development sessions designed to support our site-identified focus-work through the school year. Kennedy ELD teacher and World Languages Lead, Christina Huerta, discusses the progress made in our work to reclassify ELD students, below:
“Staff changes presented one of the first challenges facing the ELD Department this year. Out of the three teachers currently teaching one or more sections of ELD, two have not taught the course in several years and the third is new to the teaching profession. Thus, teachers struggled to effectively prepare daily content for the classroom while also learning about ELD language levels, the CELDT test (soon to be replaced with another assessment), the possible ways that a student might demonstrate they are ready for a change of placement, and so on. Teachers in the ELD program have also had difficulty collaborating this year since most teach different ELD levels, and two of the three teachers are also members of other departments.

There have been several opportunities for additional teacher support and training provided the WCCUSD. ELD teachers have been encouraged to attend after school trainings and ELD Department district meetings to further explain the curriculum used for the A and B sections of each ELD course level. For example, the beginning of the year presented opportunities for teachers to become acquainted with the textbook “Keystone” and work with backwards planning in order to create engaging and meaningful lessons. Training for the three WRITE units used in each ELD course has been provided to ensure that students are reading the novels assigned and by doing so also preparing for the three benchmarks that are administered throughout the year. The district also provides a monthly ELD Department meeting where teachers from all secondary sites can meet and discuss challenges. For the most part, these meetings have been helpful to the Kennedy team since we have been able to meet teachers from other sites and learn from their experience. Additional trainings have also included sessions led by Lydia Stack, an ELD educator, coach and consultant who was part of the team that developed the 2012 CA ELD Standards. Lydia Stack presented a session on different methods of working with Newcomers in the classroom in order to help them be successful in all content areas, and she also presented a two part introduction to the ELD Standards. With Dr. Allison Huie’s support, the ELD Department was granted a Release Day in November so that we could meet and plan for the school year as a team. During that time we were joined by the district ELD Coach Angela Barra who helped guide us in preparing lessons and becoming more familiar with the different levels of language acquisition. Overall, the ELD team has done the best they can to ensure that they stay informed about ELD and all of its different components, however since trainings are offered after regular work hours and they begin only twenty minutes after Kennedy’s school day ends, it can be difficult at times to participate in all of them. Also, as with most training offered, some sessions and ideas are more applicable to some teachers and their students than others.
The new block schedule, in which students attend eight periods over the course of two days has been particularly beneficial to ELD students. While the mainstream population only goes to an English class every other day, EL students, because they have an A and a B section of ELD, receive ninety minutes of uninterrupted English every single day. This allows students in the EL population the chance to practice English every day and grow as English speakers, readers, and writers. The block schedule allows the time for a teacher to implement a broader range of learning strategies. It allows time for extra activities such as journal writing and silent reading. Students can receive lessons and be assessed in one period. They can also be assigned and complete projects that include oral presentations in one day. This allows them to move more quickly through the curriculum. Furthermore, in having the same teacher for both sections, the teacher has fewer overall students amongst whom to divide his or her time; therefore, s/he can give each EL student the benefit of increased individual attention. Last year, in part due to our brand new block schedule, Kennedy High School was able to promote the second largest number of EL students in the district to the next level or higher, and we were able to promote a higher percentage of our students than the school with the largest number of promoted EL students.

As the school year began, it was clear that some students in ELD 1 were not making the appropriate advancements and a meeting was held between Kennedy’s Assistant Principal Dr. Huie, the WCCUSD’s ELD coach Angela Barra and two ELD teachers to discuss possible explanations and solutions. Because we suspected that some students were lacked first-language literacy skills, it was decided that students would produce an on demand writing sample in their native language (Spanish) and be informally interviewed by one of the ELD teachers, in order to better assess their literacy level in their primary language. All students, except for two, enrolled in ELD 1 at the time were Spanish speakers. After the interviews and written components were completed, it was determined that a Newcomer section of ELD 1 was needed in order to provide additional support to the students who lack literacy skills in their primary language. In this smaller section, students receive more individualized attention and it provides L1 literacy support as well as language acquisition support to best meet the needs of the students. The Newcomer section has been implemented since the first week of November, and while the teacher is eager to receive additional training and curriculum development support, we have seen promising success. During this short time, one student has already succeeded in moving to ELD 2 based on the on demand essay produced for the district. The group has been successful in other ways as well, and being in a smaller setting has given many of the students the courage to practice the language more freely.”

Table 12. 2013-2014 California English Language Development Test (CELDT) Results by Prior Performance Level, WCCUSD Registration, Assessment, and Placement (RAP) Center

Note: Read left-to-right: red =scores below Prior Performance Level; yellow = no growth in Prior Performance Level; green = growth in Prior Performance Level.
CRITICAL AREA FOR FOLLOW-UP #9: An integrated and focused improvement process

Action Plan Item(s) Addressed: Critical Area for Follow-Up #9 is addressed by the 2013-2014 WASC-Action Plan and the 2013-2014 Single Plan for Student Achievement (SPSA) for Kennedy High School. Each component of these respective plans is directed toward a real and evident improvement process.

Progress Made: John F. Kennedy High School continues to use Wednesday collaboration to reflect, refine and refocus its improvement process and streamline and align the 2014-2015 WASC Action Plan in concert with the 2014-2015 SPSA and the John F. Kennedy High School’s ESLR’s.

An effort has been made to closely align the two plans in order to avoid redundancy in resource use and creation. As a result, John F. Kennedy High School has instituted a more focused method for addressing the many areas of growth being pursued on site.

CRITICAL AREA FOR FOLLOW-UP #10: Ambient Lighting

Action Plan Item(s) Addressed: Because this issue falls outside the purview of school site personnel, this Critical Area for Follow-Up is not addressed in the 2014-2015 WASC-Action Plan for Kennedy High School.

Progress Made: The process of school facility improvements or repair is achieved through work order issuance via Custodial Supervisor on site Ms. Sonia Derosant. Requests for improvement have been made by Principal Johnson. Representatives from the District, including our Executive Director of Schools and a School Board member, were present during the discussion of this Critical Area for Follow Up as part of the 2014 WASC Committee’s site visit.
V. Updated and Aligned 2013-2014 School-wide Action Plan

Introduction:
Following the recommendations of the 2011-2012 WASC Self-Study Visiting Committee, we have made significant refinements to the WASC Action Plan on which the 2011-2012 Self-Study was based. In accordance with the Visiting Committee’s suggestion that, “The Action Plan created by the school [was] too broad to be effectively implemented and monitored,” stakeholders undertook a revision process, which included aligning the Action Plan to the SMART (Specific, Measurable, Attainable, Relevant, Timely) goals and action steps outlined by our SPSA. The alignment of these two documents is a critical step for successfully achieving our goals.

Updated School-wide Action Plan

Refinement of the Action Plan: The previous Visiting Committee recommended that John F. Kennedy High School narrow the focus of its WASC-Action Plan to three to four focus areas. In 2013-2014, it was narrowed to five areas and in 2014-2015, we further narrowed the plan to four Action Items.

The 2012-2013 WASC Action Plan underwent a round of refinement beginning in December of 2013. The Kennedy ILT realized that the language of each individual Action Plan Item needed to clearly summarize and encapsulate the full breadth of improvement evident on campus in a way that allowed for effective monitoring and a clearer evidence collection process. Based on the work completed in the the Summer 2014 ILT Academy, the WASC Coordinator worked with the Admin team to refine and narrow the Action Plan to the four focus areas it now contains.

In the Fall of 2014, the newly refined Action Plan was presented to ILT for review. After discussion and additional adjustment, the Action Plan was presented to faculty during a regular collaboration meeting. In this session, the WASC Coordinator led the faculty through the process of examining the Action Plan and getting faculty feedback regarding changes or adjustments that may be needed to clarify the plan or to ensure that we meet our goals. The plan was similarly presented for review & input to parents and families through the SSC/ELAC and to students through Leadership.

Action Plan Item #1: Improve student outcomes in core content areas with emphasis on English and Mathematics:
The continued focus on passage rates on high stakes assessments such as CAHSEE, as well as content mastery in Math and English is a result of rationale identified early on in the WASC Self-Study from 2011-2012. The Action Steps in this Item include providing professional development in the SIOP Model. In the previous iteration of the Action Plan, SIOP Model implementation was its own Action Item. Stakeholder discussion about this Action Item revealed that SIOP Model implementation was really a strategy we were using to accomplish the goal iterated in Action Item #1. Thus, we felt it was better placed as an Action Step that will help us to accomplish Action Item #1.

Action Plan Item #2: Provide Collaboration and Professional Development to facilitate the implementation of the Common Core State Standards.

Members of our school ILT attended a District-led ILT Academy before school started this year. At the Academy, participants utilized a Likert-type survey tool to assess perceptions about our school, our ILT team, our goals, and the work we do to accomplish those goals. Based on the results of this tool, our team discovered a need to improve collaborative practices between teachers. The team further felt that one of the main reasons we needed to collaborate...
better was so that we would be better able to implement the CCSS in the classroom. Teachers felt that given the nature of the new standards, it was more important than ever that they shared expertise and worked together to build new understanding and skills within the new framework.

**Action Plan Item # 4:** Increase the number of students who are college & career ready. Stakeholders felt that this action item statement was a more concise version of the previous year’s version. This action item was important to stakeholders because it reflects both the mission of the school and District, and it also parallels the expectations that students and families have for the purposes of the school experience.

**Action Plan Item # 4:** Improve school culture & climate. This Item was important for us to include because it is so foundational to everything else we are doing. Stakeholders felt that creating a safe, nurturing, enriching, positive, college & career oriented, academic environment was critical if we were to accomplish all of the other things we were trying to do.

**Alignment of the Action Plan:**
JFKHS underwent a Federal Program Monitoring (FPM) visit and review by the California Department of Education earlier during the last school year. In preparing for this visit, faculty and administrators noted that the school stakeholders were being held accountable to plans contained in several different documents, each intended to establish goals and describe the work that would be done to reach those goals. Our goal since that time has been to align all of these plans so that we have one set of very clear goals and that all of the work we are doing is geared toward accomplishing those goals. Accordingly, we have fully realigned the 2012-2013 WASC-Action Plan. We have updated that plan each year in accordance with changing needs, understanding, and progress made.

**Procedures for Implementation and Monitoring of the Action Plan:**
Implementation of the Action Plan is primarily supervised through the ILT, SSC, and ELAC depending on the particular Action Item. Multiple stakeholder groups (teachers, students, families, staff, community members, & administrators) are represented through the membership of these groups. Kennedy’s ILT provides expertise concerning instructional content and oversees the execution of both SPSA and WASC-Action Plan. The Admin Team maintains deadlines, establishes & leads regular meetings, gathers data and guides analysis, provides resources, removes barriers, and generally assists with implementation of Action Steps wherever needed. Department Leads serve as project managers for their Department teams, relaying information to and from respective groups, advocating for their team’s needs and concerns, keeping team work focused on identified tasks, etc. Departments record their contributions and progress toward Action Item achievement in a binder maintained by the team.

The SSC and ELAC also play a role in the monitoring of the Action Plan through their receipt and acknowledgement of regular updates on the WASC process, in addition to their participation in WASC review working group activities. The WASC coordinator reports to the SSC and ELAC during each monthly meeting. During this time SSC and ELAC members are encouraged to ask questions regarding the process and the school’s progress in meeting its Action Plan objectives.
Appendices

A. Administrative Organizational Chart 2014-2015

<table>
<thead>
<tr>
<th>Kennedy Administrative Organizational Chart, 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson, Principal</td>
</tr>
<tr>
<td>Disciple</td>
</tr>
<tr>
<td>Lunch and Passing Period Supervision</td>
</tr>
<tr>
<td>Classroom Observations</td>
</tr>
<tr>
<td>ILT</td>
</tr>
<tr>
<td>Mediation of staff conflicts</td>
</tr>
<tr>
<td>HR issues</td>
</tr>
<tr>
<td>Expulsion panel hearings</td>
</tr>
<tr>
<td>Community Outreach</td>
</tr>
<tr>
<td>Athletics</td>
</tr>
<tr>
<td>School Safety Plan</td>
</tr>
<tr>
<td>Emergency Drills and Evacuation Plans</td>
</tr>
<tr>
<td>Supervision of classified staff and Campus Security Officers</td>
</tr>
<tr>
<td>Test Site Coordinator including district benchmark assessments</td>
</tr>
</tbody>
</table>

| Quarterly Newsletters                              | Subfinder                                       | Grades/progress reports                        |
| Budget                                             | Expulsion Panel Packets                          | SST Coordinator                                |
| Formal complaints                                  | Opening Day                                      | Data point-person                              |
| SPSA & Monitoring                                  | Orientation and Walk-Throughs                    | SPSA revision & monitoring                      |
| Study trips                                        | 304 Coordinator                                  | EL Coordination: Class Scheduling, Reclassification and Follow-ups |
|                                                   | Manual Counts                                    | Admin in charge of WASC                         |
|                                                   | Supervise SPARC revision                         | SSC/ELAC                                        |
|                                                   | Supervise Learning Center                        | Budget & Purchasing Support                    |
|                                                   | Supervision of Graduate Tutor                    | Saturday School Curriculum                     |
|                                                   | Syllabi collection                               | Supervision of counselors                      |
|                                                   | 3-day emergency lesson collection                | Grants Coordinator                              |
|                                                   | Williams Visit Coordinator                       | Supervision of College & Career Center         |
|                                                   |                                                 | Support SPSA & Monitoring                      |
### Counselor (9-11)
- SSD coordinator
- Doorways
- Assist Assessments
- SPARC
- SST chair
- Passing period supervision
- Student caseload management
- Office TAs
- Assist Back to School/Open House
- Assist SAT/PSAT registration, testing, score interpretation
- TA approval, assignment & monitoring

### Counselor (12 & EL)
- EL Coordination: class scheduling, reclassification and follow-up paperwork
- Seal of Biliteracy student qualification identification and paperwork
- EL reclassification ceremony
- CELDT testing coordination
- RAP Center liaison
- ELAC mts.
- Assist Assessments
- Assist graduation
- Early Release forms & monitoring
- Passing period supervision
- Student caseload management
- Assist Back to School/Open House

### Counselor (College, Career & Special Projects)
- SAT/PSAT registration, testing, score interpretation
- AP registration, testing lead
- Assist Assessments
- Plan & Coordinate AP night
- Plan & Coordinate Scholarship night
- FAFSA Challenge lead
- Senior Surveys
- Graduation
- Assist Back to School/Open House
- Passing period supervision

### College & Career Center Coordinator
- College visits
- College application assistance
- ASVAB
- FAFSA challenge
- Senior Surveys
- Assist SAT/PSAT
- Assist Scholarship Night
- Assist Senior Surveys

### Bilingual Community Worker
- Family contact
- SSC/ELAC support
- On-site translation
- Orientation
- Back to school/Open House
- Lunch forms
- Assist awards night
- Assist with parent data collection
- Assist identification of family resource information

### Culture & Climate Community Worker
- RJ Coordinator
  - Classroom implementation support
  - RJ action plan monitoring
  - CCEB liaison
- Disciplinary intervention Lead
  - Saturday school lists & notification
  - Lunch Det. Lists & notification
  - Family contact
  - Assist awards night

### Family Liaison
- Family contact
- Develop family room
- Develop volunteer corps
- Assist with parent data collection
- Compile family resource information
- Parent surveys lead
- Awards nights lead
- Lunch form lead
- Assist Back to school/Open House

### New Educator Support Team (NEST) Coordinator
- Bader
  - Ongoing support for teachers new to Kennedy including: weekly meetings, KHS orientation, informal communication
  - Student database maintenance
  - Maintain logs, materials, physical space
  - Plan for Foundations Launch
  - Recruit C&C Members
  - Coordinate C&C meetings
  - Lead C&C initiatives
  - Maintain site tech inventory
  - Provide training and support to teachers

### Learning Center Lead
- Binder
  - Curriculum Development
  - Technical support to students
  - Assist with data collection

### Culture & Climate Subcommittee Chair
- Bedwell
  - Promote group & recruit student members
  - Organize & supervise activities
  - Maintain group records

### Technology Liaison (district supported)
- Moore
  - Sprint Grant Teacher Advisor
  - Student Activity Sponsors (10)

### Webmaster
- Pinto
  - Increase communication with community and parents via the school website
  - Weekly updates to calendar & content
  - Track web usage data

### Study Island Coordinator
- Enos
  - Student database maintenance
  - Training & Technical support for teachers
  - SI study hall - track SI data

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**John F. Kennedy High School**

**14-15 Limited Term Progress Report**

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B. ILT Focus Areas and Action Plan

ILT Focus Areas and Action Plan 2014-15

Keeping in mind the goals set forth by our WASC team, the district, and the administration, ILT came together on August 6th and 7th of 2014 to write three goals. These goals, along with their action steps, are outlined below:

#1 Community Building

SMART statement: By the end of the year, teachers will have built camaraderie and trust that will increase productive collaboration for the following year. Feelings of trust/camaraderie will be assessed via a pre-and-post year survey.

Timeline:

<table>
<thead>
<tr>
<th>Q1 Milestone</th>
<th>Q2 Milestone</th>
<th>Q3 Milestone</th>
<th>Q4 Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27</td>
<td>Nov 19</td>
<td>None</td>
<td>May 13</td>
</tr>
<tr>
<td>Pre-year survey</td>
<td>Hold another RP circle by either a trained faculty member or by our partners at CCEB before Thanksgiving break, and facilitate another type of community building exercise to promote cross-communication.</td>
<td>Hold a third RP circle before the end of the year that is facilitated by a trained faculty member. Teachers take post-year survey.</td>
<td>None</td>
</tr>
<tr>
<td>Form professional learning communities by grade level and hold an RP (restorative practices) circle led by our partners from Catholic Charities of the East Bay</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action Steps:

- Divide staff into four learning communities by grade
- Write pre-year survey
- Explain the basic rules of RP circles to those who have not done it before
- Come up with appropriate starting questions for all three RP circles to stimulate conversation and avoid complaining, gossiping, or other negative talk
- Plan for another type of community building exercise for the second session in November (ex. exchange Thanksgiving recipes, pot-luck, etc.)
- Write post-year survey
- Assess and explain survey data to inform next year’s ILT

#2 Student Discourse

SMART statement: By the end of quarter 4, teachers will have consistently increased a) the percentage of students participating in academic discourse, and b) the level of difficulty for the
discourse strategies they use. This will be assessed by data brought to department meetings from lessons implemented in individual classes.

Timeline:

<table>
<thead>
<tr>
<th>Q1 Milestone</th>
<th>Q2 Milestone</th>
<th>Q3 Milestone</th>
<th>Q4 Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 24</td>
<td>None</td>
<td>Feb. 4</td>
<td>April 15</td>
</tr>
<tr>
<td>Level 1 discourse strategies PD presented to staff and teachers write in three strategies they are, or plan to, use during quarter 1 for which they will collect data. They will report turn in their plans to ILT. Teachers will also report the percent of students who participate in their classes during academic discussions.</td>
<td>Level 2 discourse strategies PD presented to teachers. Teachers spend work time planning to implement more discourse strategies at this higher level. They report which strategies they will use for what lessons, and will invite their colleagues to observe them on those dates.</td>
<td>Level 3 discourse PD is presented to teachers. Teachers spend work time planning to implement more discourse, but with a focus on increasing student participation from the beginning of the year. Teachers will again have the opportunity to observe others who are implement level 1, 2, or 3 strategies for discourse, specifically looking for student participation.</td>
<td></td>
</tr>
<tr>
<td>Oct. 1</td>
<td></td>
<td>Feb. 5 – March 3</td>
<td>May 6</td>
</tr>
<tr>
<td>Collect evidence of one lesson for which students engaged in academic discourse from each teacher through department lead. Debrief. Continue to collect evidence on an as-need basis until all three lesson plans that used level 1 discourse strategies are documented in the WASC binder under “Common Core,” or “English/Math”</td>
<td>Teachers conduct peer observations, specifically looking for level 2 academic discourse. Level 2 discourse extension PD is offered.</td>
<td>Teachers debrief in departments and submit peer observation notes and self-reflections, which are written at the meeting.</td>
<td></td>
</tr>
</tbody>
</table>
Action Steps:

- Plan Level 1 Discourse presentation
- Create planning guide for teachers to submit to ILT at the end of the Oct. 24 PD
- Send out reminders to bring evidence to department meetings on Oct. 1
- Plan Level 2 Discourse presentation
- Create planning guide for teachers to submit to ILT at the end of the Feb. 4 PD
- Create peer observation guides that focuses on evidence of level 2 discourse in the classrooms to be submitted to department leads on March 4
- Plan Level 2 Discourse Extension PD
- Create peer observation and self-reflection documents for the March 4 department meetings that go into WASC binder
- Plan Level 3 Discourse presentation
- Create planning guide for teachers to submit to ILT at the end of the April 15 PD
- Create peer observation guides that focuses levels of participation in the classrooms during either level 1, 2, or 3 discourse lessons to be submitted to department leads on May 6
- Create peer observation and self-reflection documents for the May 6 department meetings

# 3 SBAC/CAHSEE/AP-Style Assessment Writing

SMART statement: By testing season, teachers will be able to write new or adapt existing test questions that reflect test questions on the CAHSEE, AP, and/or SBAC tests. Success of this series of professional developments will be assessed through data submitted from teachers to department chairs.

Timeline:

<table>
<thead>
<tr>
<th>Q1 Milestone</th>
<th>Q2 Milestone</th>
<th>Q3 Milestone</th>
<th>Q4 Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Oct. 22</td>
<td>Jan. 7</td>
<td>March 11</td>
</tr>
<tr>
<td></td>
<td>Lead PD on how to write questions similar to questions found on the CAHSEE. Teachers work at writing or adapting their own assessments (formative or summative) using what they learned in the PD. They will submit planning guides.</td>
<td>Lead PD on how to write questions similar to the questions found on the SBAC test. Teachers work at writing or adapting their own assessments (formative or summative) using what they learned in the PD. They will submit planning guides.</td>
<td>Lead PD on how to write questions similar to the questions found on the AP test. Teachers work at writing or adapting their own assessments (formative or summative) using what they learned in the PD. They will submit planning guides.</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Jan. 20</td>
<td>April 22</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Teachers write self-reflections during department meeting about what was successful and what still needs to be done.</td>
<td>Share S1 test data in departments. Submit to WASC binder</td>
<td>Teachers submit assessment data in departments and debrief. They also take a survey asking about confidence and further steps.</td>
<td></td>
</tr>
</tbody>
</table>

**Action Steps:**

- Plan CAHSEE-style questions presentation
- Create planning guide for teachers to submit to ILT at the end of the Oct. 22 PD
- Create reflection guides for department meeting on Oct. 29
- Plan SBAC-style questions presentation
- Create planning guide for teachers to submit to ILT at the end of the Jan. 7 PD
- Send out reminders to bring S1 assessment evidence to department meetings on Jan. 20
- Plan AP-style questions presentation
- Create planning guide for teachers to submit to ILT at the end of the March 11 PD
- Send out reminders to bring any assessment evidence to department meetings on Apr. 22
- Create survey for department meeting on Apr. 22
## Action Plan Item #1: Improve student outcomes in core content areas with emphasis on English and Mathematics

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reduction of student failure rate at class level and school level</td>
<td>• 52% of 10th grade students passed CAHSEE ELA in 2014.</td>
</tr>
<tr>
<td>• Increase passage rate on CAHSEE in English and Mathematics</td>
<td>• 81% of JFK students scored Basic and below on the 2013 CST for ELA.</td>
</tr>
<tr>
<td>• Increase number of students scoring 3 or higher on AP exams</td>
<td>• 62% of 10th grade students passed CAHSEE Math in 2014.</td>
</tr>
<tr>
<td>• Demonstrate growth in student success rate on high-stakes assessment-type items in English and Mathematics</td>
<td>• 92% of JFK students scored Basic and below on the 2013 CST for Mathematics.</td>
</tr>
<tr>
<td></td>
<td>• 92% of Algebra I students scored Basic and below on the 2013 CST.</td>
</tr>
<tr>
<td></td>
<td>• 97% or Geometry students scored Basic and below on the 2013 CST.</td>
</tr>
<tr>
<td></td>
<td>• 95% percent of Algebra II students performed at Basic and below on the 2013 CST.</td>
</tr>
<tr>
<td></td>
<td>• 2014 Limited Term Revisit Progress Report Critical Area for Follow Up: Increase Graduation Rate</td>
</tr>
<tr>
<td></td>
<td>• 2014 Limited Term Revisit Progress Report: Critical Area for Follow Up: CAHSEE Pass Rate</td>
</tr>
</tbody>
</table>

**ESLRs Addressed:**

- A-G Graduates
### John F. Kennedy High School

#### 14-15 Limited Term Progress Report

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Implementers</th>
<th>Resources</th>
<th>Timeline</th>
<th>Evidence / Data</th>
</tr>
</thead>
</table>
| 1. ILT will lead PD on how to write questions similar to those found on the CAHSEE, SBAC, and AP tests. Teachers will write or adapt their own assessments using what they learned in PD. | - All departments | - CAHSEE results 2013-2014, 2014-2015  
- Classroom assessments | - October 2014 – CAHSEE style assessments  
- January 2015 – SBAC style assessments  
- April 2015 – AP style assessments | Teacher planning guides  
Classroom Samples  
CAHSEE scores  
SBAC scores  
AP Exam scores  
Student Work Samples |
| 2. Study Island Lead will develop plan to increase student usage, including delivering PD on course development to teachers. | - SI Lead, SI Proctors, teachers | - Study Island®  
Mobile Tech Lab | - December 2014 | - SPSA budget  
- Study Island® licenses  
- SI weekly reports |
| 3. Identify students in need of Mathematics and English intervention and refer for Math Support, CAHSEE Prep., and/or SST. | - AP supervising Master Schedule and SST | - Attendance Data  
- CST Data  
- PowerSchool  
- Study Island® | - August 2013-June 2014 | - SST (Student Study Team)  
Master Schedule |
| 4. Eligible students receive on-demand content area support through Learning Center academic intervention services. | - SPED department  
Classroom Teachers  
- AP supervising Master Schedule | - Learning Center  
SST | - September 2014-June 2014 | - SST (Student Study Team) |
- SIOP®Model Online Modules (www.huiedclassroom.com) |
| 6. Level I Discourse (SIOP Interaction | - C&I AP, ILT, | - SIOP®Model | - October 2014 | - Dept. meeting minutes |
### Action Plan Item #2: Provide collaboration and professional development to facilitate the implementation of Common Core State Standards (CCSS).

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrated student mastery via student performance on SBAC assessment</td>
<td></td>
</tr>
<tr>
<td>• Improvement in classroom level student performance on SBAC-style assessments</td>
<td></td>
</tr>
<tr>
<td>• Teacher confidence in ability to effectively implement CCSS</td>
<td></td>
</tr>
<tr>
<td>WCCUSD and CA transition to Implementation of Common Core State Standards (CCSS)</td>
<td></td>
</tr>
<tr>
<td>CA Assessment system implementation</td>
<td></td>
</tr>
<tr>
<td>Full SBAC testing in 2015</td>
<td></td>
</tr>
<tr>
<td>Teachers self-identified a need for continued PD and Collaboration focused on CCSS implementation</td>
<td></td>
</tr>
<tr>
<td>The Visiting Committee identified a need for an integrated and focused improvement process</td>
<td></td>
</tr>
</tbody>
</table>

| ESLRs Addressed: | • Goal-oriented with career and college readiness skills; technologically proficient |

### Action Steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Implementers</th>
<th>Resources</th>
<th>Timeline</th>
<th>Evidence/Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty will receive professional development (PD) on shifts in curriculum and expectations due to CCSS implementation as well as support in content area</td>
<td>• C&amp;I AP, ILT, WCCUSD Instructional Coaches</td>
<td>• Curriculum Crosswalks</td>
<td>• August 2014</td>
<td>• Professional Development Minutes &amp; Artifacts</td>
</tr>
<tr>
<td>2. Department-focused CCSS implementation.</td>
<td>• C&amp;I AP, Dept. Leads</td>
<td>• WCCUSD Instructional Coaches</td>
<td>• October 2013 In-service</td>
<td>• Professional Development Minutes &amp; Artifacts</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------------</td>
<td>-------------------------------</td>
<td>---------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>3. Embed CCSS implementation training, collaboration, and lesson preparation time into Wednesday collaboration.</td>
<td>• C&amp;I AP, ILT Dept. Leads, teachers</td>
<td>• <a href="http://www.smarterbalanced.org/">http://www.smarterbalanced.org/</a> Academic Subcommittee CCSS Resources</td>
<td>• November 2013-June 2014</td>
<td>• Professional Development Minutes &amp; Artifacts • Teacher confidence survey</td>
</tr>
<tr>
<td>4. Cohort of 65 JFK 11th graders to participate in Sprint Project Connect program, giving students access to a laptop and two years of free wireless internet.</td>
<td>• C&amp;I AP, Sprint Grant Lead</td>
<td>• California Emerging Technology Fund • WCCUSD IT • BrightBytes</td>
<td>• February 2014</td>
<td>• BrightBytes Survey • Helpdesk tickets • Training Night Logs • Student grades • Student attendance • Study Island usage rates for cohort</td>
</tr>
<tr>
<td>5. ILT will identify technology needs to support CCSS implementation.</td>
<td>• Administration • ILT</td>
<td>• Mobile Tech Lab • Review of tablet options and WCCUSD one-to-one initiative</td>
<td>• February 2014</td>
<td>• ILT Minutes</td>
</tr>
</tbody>
</table>
### Action Plan Item # 3: Increase the number of students who are college and career ready.

| Measurable Outcomes | • Increased AP courses and electives listed on Master Schedule  
|                     | • Increase number of students served in College & Career Center  
|                     | • Increase number of students accepted to post-secondary institutions  
|                     | • Increase student participation in ASVAB testing  
|                     | • Increased percentage of graduates who completed courses required for UC/CSU admission  

#### Rationale:
- Visiting Committee identified the graduation rate as a Critical Area for Follow-Up.  
- JFKHS administrators and faculty identified a need to offer credit recovery  
- 34.30 Dropout Rate for 2011-2012 (SARC 2012-2013)  
- 61.11 Graduation Rate for 2011-2012 (SARC 2012-2013)  
- JFKHS administrators and faculty identified a need to graduate students with UC/CSU ready transcripts.  
- 4% of participating students EAP score ELA Ready, (2010-2012)  
- 2% of participating students EAP score Math Ready, (2010-2012)  
- 4 students score 3 or better in AP testing, (2010-2012)  

#### ESLRs Addressed:
- Goal-oriented with career and college readiness skills; A-G graduates  

### Action Steps

<table>
<thead>
<tr>
<th>1. Maintain/Increase the number of AP course offerings as reflected on the Master Schedule.</th>
<th>Implementers</th>
<th>Resources</th>
<th>Timeline</th>
<th>Evidence / Data</th>
</tr>
</thead>
</table>
| • Administrators  
  • Counselors  
  • AP Teachers | • PowerSchool  
  • WCCUSD FTE | • August 2014 | • Master Schedule |

<table>
<thead>
<tr>
<th>2. Implement a fully-functioning College and Career Center.</th>
<th>Implementers</th>
<th>Resources</th>
<th>Timeline</th>
<th>Evidence / Data</th>
</tr>
</thead>
</table>
| • Administration  
  • College and Career Center Coordinator | • SPQA budget  
  • College Advising Fellows Program | • August 2013 | • College and Career Center  
  • Sign-In Sheets  
  • College and Career Center Coordinator |
| 3. | Design and implement a block schedule in order to increase credits offered for graduation and credit recovery. | All Faculty | PowerSchool WCCUSD FTE | August 2013 | Master Schedule 2013-2014 Graduation Rate |
| 4. | Implement a more robust elective schedule including Music, Computer Tech., Journalism, and Visual and Performing Arts. | Administration Master Scheduling Committee | PowerSchool WCCUSD FTE | August 2013 | Master Schedule WASC Dept. Binder |
| 5. | Cohort of 65 JFK 11th graders to participate in Sprint Project Connect program, giving students access to a laptop and two years of free wireless internet. Students to be enrolled in Computer Applications course, for which they will earn up to 12 credits from Contra Costa College. | C&I AP, Sprint Grant Lead | California Emerging Technology Fund WCCUSD IT BrightBytes | October - June 2015 | Course completion rates Student grades BrightBytes survey |

**Action Plan Item #4:** Improve school culture and climate.

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease in suspension and expulsion rate</td>
</tr>
<tr>
<td>Improve graduation rate</td>
</tr>
<tr>
<td>Decrease in referrals processed by Student Services</td>
</tr>
<tr>
<td>Implementation of Restorative Justice practices</td>
</tr>
<tr>
<td>Increase opportunities for students to participate in after school enrichment activities</td>
</tr>
<tr>
<td>Increase in SSC and ELAC stakeholder participation and attendance</td>
</tr>
<tr>
<td>Implement quarterly recognition ceremonies honoring student achievement</td>
</tr>
</tbody>
</table>
### Rationale:
- Visiting Committee identified a need for increased stakeholder communication and involvement.
- Faculty and administration identified need to reduce school conflicts and increase school safety.
- Visiting Committee identified a need to reduce referrals and suspensions.
- 140.5 rate of suspension (SARC 2012-2013)
- 0.12 rate of expulsion (SARC 2012-2013)

### ESLRs Addressed:
- Responsible Citizens
- Effective communicators

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Implementers</th>
<th>Resources</th>
<th>Timeline</th>
<th>Evidence / Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Institute weekly parent contacts via ConnectEd system to communicate</td>
<td>Principal</td>
<td>ConnectEd</td>
<td>Ongoing</td>
<td>Connect Ed log</td>
</tr>
<tr>
<td>school events to Kennedy stakeholders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Implement Saturday School intervention curriculum that offers academic</td>
<td>Administrators</td>
<td>Study Island®</td>
<td>November 2013-January</td>
<td>Study Island® class rosters</td>
</tr>
<tr>
<td>and socio-emotional support.</td>
<td></td>
<td>Restorative Justice Coaches &amp;</td>
<td>2014</td>
<td>Restorative Justice sign-in sheets</td>
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<td>Curriculum</td>
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<td>3. Strengthen parent involvement using parent group, the ELAC, and the SSC.</td>
<td>Administration</td>
<td>9th Grade Parent Night</td>
<td>November 2013-January</td>
<td>ELAC sign-in sheets</td>
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<tr>
<td></td>
<td>Eagle</td>
<td></td>
<td>2014</td>
<td>SSC sign-in sheets</td>
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<tr>
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<td>Foundation</td>
<td></td>
<td></td>
<td>Parent Group sign-in sheets</td>
</tr>
<tr>
<td></td>
<td>SSC / ELAC</td>
<td></td>
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<td>4. Implement a Restorative Justice model to decrease disproportionality in</td>
<td>Administration</td>
<td>Bay Area Peacekeepers</td>
<td>November 2013-January</td>
<td>Restorative Justice sign-in sheet</td>
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<tr>
<td>referrals and suspensions and increase the positive engagement of all</td>
<td>ILT</td>
<td>Y-Team</td>
<td>2014</td>
<td>PowerSchool (suspension rate data)</td>
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<td>students.</td>
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<td>5. Implement culturally responsive practices to increase student and</td>
<td>Administration</td>
<td>Connect Ed.</td>
<td>August 2013-June 2014</td>
<td>WASC Dept. Binder</td>
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<td>community engagement.</td>
<td>All Department</td>
<td>PowerSchool</td>
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<tr>
<td>Chairs</td>
<td>SSC</td>
<td>Y-Team</td>
<td>August 2013-June</td>
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<td></td>
<td>ELAC</td>
<td>Bay Area Peacekeepers</td>
<td>2014</td>
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*Chapter 5: Action Plan*
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<th></th>
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<th>SPSA Budget</th>
<th>Ongoing</th>
<th>SPSA Budget</th>
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<tbody>
<tr>
<td>6. Provide incentives and celebrations for excellent academic achievement, improvement and positive student behavior.</td>
<td>•</td>
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