

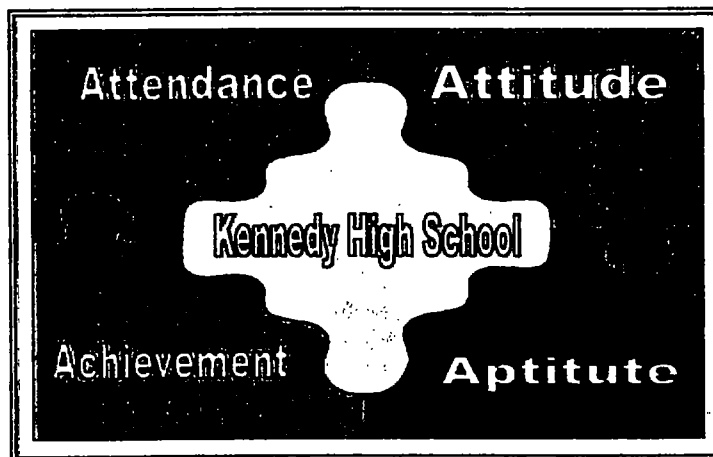
KENNEDY HIGH SCHOOL
Richmond, CA
2001 Revisit

Kennedy High School

4300 Cutting Boulevard
Richmond, California 94804
(510) 235-2291

Quen Huntington-Lumb, Principal
Gladys Chance-Perry, Assistant Principal
Kal Phan, Assistant Principal
Marilyn Jamerson, Assistant Principal
Randall Enos, School Improvement Coordinator

Western Association of Schools and Colleges 2000-2001 Progress Report



John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804



MAR 15 2001

Phone 510 235-2291
Principal Fax 510-235-1915

Ms. Quen Huntington-Lumb

Successful students think of the four A s:
ATTENDANCE, ATTITUDE, APTITUDE, and ACHIEVEMENT
Los Estudiantes que quieren superar su educacion tienen que pensar en:
ASISTENCIA, ACTITUD, APTITUD, Y EXCELENCIA

March 14, 2001

Executive Director
Accrediting Commission for Schools and Colleges
533 Airport Blvd., Suite 200
Burlingame, California 94010

Dear Director,

We are mailing you a second copy of our Progress Report. Our review of the original printing of the document does not meet the professional standards required of a document that is of the highest significance to our school community. We have reprinted the document. The original copy we sent to you is correct as far as content and formatting are presented. However, several pages are printed off center and there are unacceptable marks on pages in several of the sections.

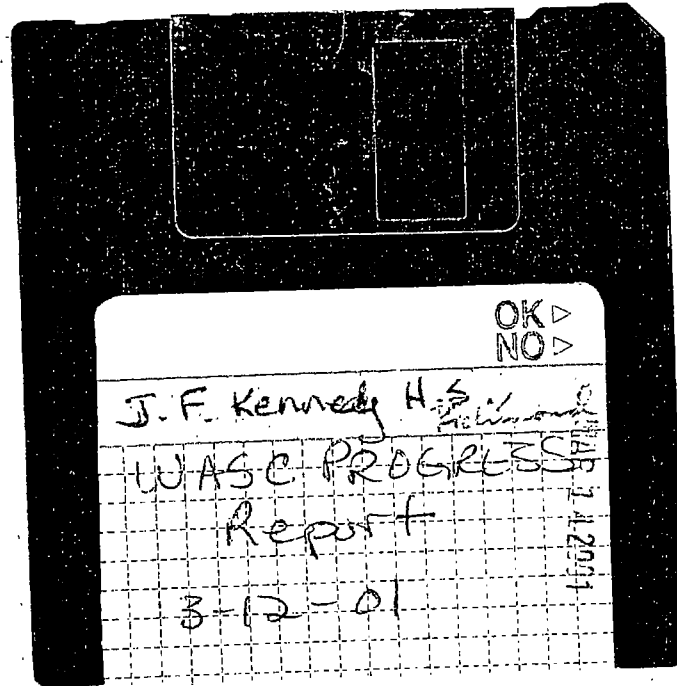
Please accept our apologies for any inconvenience this procedure may have caused you. Kinkos reprinted the enclosed copy of our progress report at no cost to us after we pointed out the printing errors to them. We believe this copy of our report is printed in an acceptable manner to represent our school community in an accurate light.

Should you have any questions about this procedure please contact me at Kennedy High School. I can be reached by telephone at (510) 235-2291 ext. 2470 or by e-mail at [jfkcal228 @ aol.com](mailto:jfkcal228@aol.com)

Sincerely,

Randall John Enos
Progress Report Coordinator

WASC 55443



Identifying Data

John F. Kennedy High School

4300 Cutting Boulevard
Richmond, California 94804

Quen Huntington-Lumb, Principal

Glady Chance-Perry, Assistant Principal

Marilyn Jamerson, Assistant Principal

Kal Phan, Assistant Principal

Randall Enos, School Improvement Coordinator

Lynda Cartwright, Assistant Progress Report Coordinator

Established 1967

Currently Serving Grades 9 – 12

Total Current Enrollment 1150

John F. Kennedy's Last Accreditation 1999-2000

West Contra Costa Unified School District

MAR 15 2001

Dr. Gloria Johnston, Superintendent

2000-2001 Progress Report Visiting Committee Members

Harold L. Bush

Barbara Nunes

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John F. Kennedy High School

Western Association of School and Colleges

Progress Report

I. Introduction

A. General School Description

John F. Kennedy High School opened its doors for the first time in 1967. It is located in the urban community of Richmond, California, and is an important member of the West Contra Costa Unified School District. Our district serves 31,000 preK-12 students from the areas of Richmond, El Cerrito, Pinole, San Pablo, Hercules, El Sobrante, Richmond Heights, Point Richmond and other unincorporated areas of Contra Costa County. Our city of Richmond is located 16 miles northeast of San Francisco and is considered part of the greater East Bay region. The Association of Bay Area Governments estimates the population of Richmond at approximately 93,500 for the 1999-2000 year. The diverse population of our city has a breakdown of 43.8% African American, 36.2% Caucasian, 14.5% Hispanic, 11.8% Asian and Pacific Islander, .6% Native American, and other ethnicities 7.6%. Schools in the City of Richmond, including Kennedy High School, reflect this diversity of population.

Kennedy High School currently serves 1150 students. At the close of the 1999/2000 school year our enrollment was 750. We believe that the fact that our enrollment has increased is good news (according to CBEDS data October, 2000). This increase makes us a rich tapestry of distinct and diverse ethnicities, cultures, and socio-economic levels. Our students come from primarily low and middle-income families. Over 50% of our families are eligible for Cal Works benefits; over 50% of Kennedy students are eligible for free/reduced meals. Kennedy High School is a Title I funded school with a School Plan in place.

This rich tapestry of ethnicities is reflected in the CBEDS statistics for our school taken in October of 2000.

<i>Black</i>	<i>Hispanic</i>	<i>Asian</i>	<i>White</i>	<i>Pacific Islander</i>	<i>Filipino</i>	<i>American Indian</i>
630 (57.0%)	346 (31.0%)	82 (.075%)	26 (.025%)	11 (.01%)	9 (> .01%)	3 (.003%)

Kennedy is equally diverse in terms of the home languages of our students. Our R-30 Language Census for 1999-2000 is as follows:

Arabic	EL7	FEP1	Mien	EL19	FEP8	Urdu	EL6	FEP0
Cantonese	EL2	FEP3	Other	EL1	FEP7	Vietnamese	EL6	FEP2
Hindi	EL1	FEP1	Portuguese	EL2	FEP0	Cambodian	EL0	FEP1
Hmong	EL2	FEP0	Punjabi	EL7	FEP0	Japanese	EL0	FEP1
Khmu	EL13	FEP2	Spanish	EL202	FEP70	Korean	EL0	FEP1
Lao	EL17	FEP8	Tagalog	EL4	FEP3	Samoan	EL0	FEP1
Mandarin	EL1	REP0	Tongan	EL1	FEP0			

Since the last Western Association of Schools and Colleges (WASC) self-study the Kennedy High School community has vigorously and proactively addressed the patterns, processes, and structures that increase student achievement and that will lead to success for all. We have adopted the mantra *Attendance, Attitude, Aptitude and Achievement. (Asistencia Actitud Aptitud y Excelencia)*.

The transfer rate in and out of Kennedy High in 1999/2000 was 688 out of an approximate 1050 students. That rate has lowered but remains significant. Knowing that a high degree of student transience impedes daily operations as well as legitimate long range planning, we have established regular channels of communication with our district office to build practices that will establish greater permanency and attract students in our area who have chosen to attend other sites.

A high number of students are transferred to Kennedy High School for disciplinary reasons. This fact coupled with the past practice of social promotion from the middle schools means that a significant percentage of Kennedy students are already at academic risk when they enroll at the school. We have acted on this by establishing double math and language arts classes concurrent two periods with the same instructor, for all 9th graders below the 21st percentile on the 1999 SAT9 test. Data gathered over the last six years indicates that students are more likely to transfer into or out of the school than drop out. Grade 9 enrollment figures average between 350 and 400 students; grade 12 graduation classes, in the past, have averaged from 125 to 150 students. Through standards-based practices and use of opportunity-to-learn standards, we are changing that.

Most Kennedy students are in some way special needs students, either by designation or by performance. We have many appropriate programs that serve populations that are recognized by district or state designation. They are as follows:

1. **LEP**
 - ◆ The Limited English Proficiency population is continuing to increase, and we have responded by hiring staff with bi-lingual capacity and by placing bi-lingual students as front office assistants.
2. **NSH - Non-Severely Handicapped**
3. **SH**
 - ◆ Our Severely Handicapped student populations also have grown and services, practices, and expectations are being matched to high standards and varied instructional strategies.
4. **GATE**
 - ◆ The Gifted & Talented student population is smaller than at the time of the last self-study. Those students have and augmented lesson plan and participate in A.P.

5. *A.P. and Honors*

- ◆ The school provides Advanced Placement and Honors level courses to attract and serve students. Plans are underway to expand these services. Parents and staff believe that a significant number of Kennedy students are under-identified in this area.

Student attendance and health issues have a significant impact on student performance. As research shows across California, students with high rates of absenteeism perform at a significantly lower rate for all grade levels and groups. To show an additional positive contrast, Kennedy High Schools full day unexcused absences last year was 9.17 % (3,318), as compared to a district average of 7.7% (24,824) unexcused absences. In a secondary reflection, from 1997 through June of 2000, Kennedy High School faculty absences rose. At the same time the shortage of available substitutes had an adverse effect on our academic program. In this academic year, to our credit, faculty absences have shrunk as have student absenteeism. Implementation of a dropout prevention program is underway to address this critical issue. Our 2.77% increase in student attendance is the districts best, and has given us strong recognition.

We have invested our time and energy in three major components we believe will establish an upward movement in test scores and overall academic performance.

I. Identification and Support of Entering Freshman

The first of these efforts is our 9th grade double math and double language classes. Although technical aspects delayed the total implementation of this program, teachers and students report a current positive and powerful impact on grades, attendance, and overall student success. With the support of our district office, we have been able to increase support for standards-based instruction. Our mathematics department is working closely with the U.C. Berkeley ACCESS program and U.C. Berkeley is also assisting our staff with language arts support. These collaborations will assist us to provide a quality extended learning program on Saturdays.

II. School-wide Correlation of Standards and Mandated Testing

The second of these is the developing of reading tests in the same areas as SAT-9 designations of recreational, textual, and functional.

All instructors have studied the correlation between content standards and mandated test questioning types. Each department has identified readings appropriate to its subject, and developed higher level questions for student practice.

III. Performance Assessment in the Content Areas

Our third is the development of performance assessments on content areas. We are proud of our departmental and schoolwide efforts that have resulted in high quality units of study. These units link performances valued by professionals in content study with language standards from the state.

Student performance data collected for the last three years reflects several significant facts. Testing data for ITBS, SAT 9 and SAT indicate that Kennedy students have performed well below both state and national norms. SAT 9 scores for 1997-98 and 1998-99 reflected little if any improvement. SAT scores for college entrance dropped over the last three years. We began taking an aggressive stance on this in August of 2000. We have utilized new research on the correlation between standards and mandated testing to build the capacity of the entire staff, including classified, to work with skills through critical thinking that will raise test scores across the board. This year more students will take Advanced Placement tests. In 1998-99 more students did take the U.S. History Advanced Placement test and students in Advanced Placement courses this year have indicated they are going to sign up for more A.P. tests this year. More students are taking the SAT test than in past years. District data indicates that in 1998, 62% of the Kennedy seniors were not U.C., C.S.U. eligible. In this year's W.A.S.C. we are designing action plans to ameliorate this pattern.

Financial support for the school is allocated to provide students with programs that serve their needs. Our basic financial support comes from the state, based on average daily attendance. Additional funding comes from categorical and grant-funding sources. Kennedy High School receives monies and services from Title I, SB 813 (10th grade counseling augmentation), SB1882 (staff development funding), District School-To-Career funds and grants that include the SPEL Program (community funded program for at-risk students), U.C. Berkeley Access Program (Math Partnership), EAOP (Early Academic Opportunity Program), MESA (Math Engineering Science tutoring), Digital High School grant, V.I.P. (Voluntary Integration Program), A.P. Grant (advanced placement), and an Urban Debate grant. Career and occupational training programs include the Regional Occupational Program (this currently is a small program that needs to expand to serve more students), School-To-Career and Richmond Youth Academy (a pre-fire fighters training program). Students participate in programs that include counseling from the Education Guidance Center, University of California, Berkeley Upward Bound, Y-Team, Teen Age Program, and City of Richmond Youth Works program. The on-campus AVID (Advancement Via Individual Determination) program is being expanded to fit the needs of Kennedy High School students. Kennedy High School has received an SB65 Dropout Prevention Grant to assist students in overcoming obstacles to improving achievement. These many campus programs are now being coordinated to make a greater impact than ever before.

The programs discussed in the preceding paragraph will lead to improved services for all Kennedy High School students. We believe our fortunes are *on the rise*. Enrollment in advanced placement classes is increasing. Our Urban Debate Team has grown and is competing at a high level with other urban schools. The school's Academic Decathlon team placed 8th in this year's countywide competition. This accomplishment reflects a ranking we have not garnered for eight years. Both men's and women's basketball teams have been successful and competed in the North Coast playoffs. The KHS Women's Basketball team won the B.S.A. League championship. ***Our Men's basketball team has the highest average grade point average in the district.*** The Kennedy High School soccer team is returning to the North Coast playoffs for their fifth consecutive year. These accomplishments indicate our students are developing the discipline and character necessary to become successful in performance-based activities and career-based learning.

B. Follow-up Process

The Kennedy High School community began the process of creating positive school improvement immediately following the visit of the W.A.S.C. study team during the spring of 2000. The action plans were reviewed by district support staff, site administrators, faculty, staff, and students during an August pre-planning session which focused on strategies for improvement for all students. Academic departments developed instructional goals for the 2000 – 2001 academic year. The goals for student learning were designed to help all students attending Kennedy High School achieve the established Expected Schoolwide Learning Results by setting goals that were indicated by data from a number of sources. Departments reviewed student testing results and used informal input from the W.A.S.C. visiting team. The academic term ended in June of 2000 prior to receiving the visiting team's full report. The visiting team's report was received by the school community in June and further action was not taken until the last week in July when the site was assigned a new principal, Ms. Huntington-Lumb, and two new assistant principals, Mr. Phan and Ms. Jamerson.

The principal and school improvement coordinator began meeting in early August to establish immediate priorities for improvement activities. The imperative for action was the list of recommendations for improvement described in the Visiting Team report. The school district assigned a consultant, Dr. Michael O'Neill to assist and coach the school community in its efforts to improve educational opportunities for all Kennedy High School students. The site administration and selected staff attended an August retreat to review significant student data and plan for improving educational opportunities for students. The group worked on establishing priorities for immediate action during the academic year.

The school improvement activities of all stakeholders during the fall months of academic year 2000-2001 were directed towards completing a full self-study as it had the preceding year. Mr. O'Neill suggested that the school form leadership teams for each of the Focus Group areas for review established by the W.A.S.C. self-study criteria. Focus Group leadership teams were established early in September of 2000 to meet and determine the best ways for each focus group to proceed with their self-study responsibilities. The leadership teams were established to reflect all stakeholder groups and include a parent, a student, a teacher, and a classified staff person. Mr. George Harris, Jr., a WCCUSD school board member, and Mrs. Marsha Jaeger, a representative from the University of California at Berkeley, participate in our leadership team meetings. All of the participants on these teams were very willing to volunteer their time to improve our school. The leadership teams met on Saturdays three times during the fall of 2000 and they were trained by Dr. O'Neill to assess school improvement issues. These focus team leadership groups directed staff/faculty in acquiring the evidence needed to improve student achievement. In addition to staff and student activities to increase student performance, the community reestablished the P.T.S.A. chapter at Kennedy High School. This action has provided parents with another avenue of positive involvement at our school.

The school district provided resources during the fall to improve facilities and support for school improvement. Assistant Superintendent Dr. VanDeVeer supported meetings on campus that included district department heads for academic improvement and facilities improvement. Ms. Adams, the regional superintendent for Kennedy High School has supported efforts to build an improved learning environment and provide the necessary delivery systems needed to improve student performance at Kennedy High School. During this process Ms. Torio, the district's school accreditation director, made several attempts to contact W.A.S.C. in order to establish a timeframe for the spring visit. Ms. Torio discovered that W.A.S.C. had confused Kennedy High School in Richmond, California with Kennedy High School in Fremont, California. She facilitated the setting up of the appropriate training for Kennedy staff. The school community adjusted its processes to respond to the W.A.S.C. mandates for a Progress Report. Since the Focus Group Leadership Teams were functioning effectively and included the appropriate stakeholders, it was determined to continue to meet and reconstitute the groups as a Revisit Task Force pending the establishment of our site governance committee. The school's action plans call for the Governance committee to take over as a clearinghouse and decision-making body with regard to academic programs as soon as possible. It is expected that the governance committee will begin meeting in late February or early March.

The faculty and staff met at the conclusion of the first semester to review accomplishments and establish further tasks to be completed. The assessments were forwarded to the Revisit Task Force for consideration and action. The Revisit Task Force recognized that not all stakeholders understood the school ESLRs. As a result the school community is working on revising the ESLRs for implementation during the 2001 - 2002 academic school year. The point of improving the ESLRs is to make them more measurable, and to make them more understandable to students, parents, and instructional staff. The student leadership class is assisting the school with this task. Work is continuing on staff development and training as well as planning for programs that will support increased student performance.

C. Significant Developments

Three critical developments have significantly improved the academic course for Kennedy High School students this year. First, the West Contra Costa Unified School District provided a new, enthusiastic administrative team to lead Kennedy High School's students to greater academic achievement and higher performance. Second, the district has provided significant resources to improve the physical facility and its infrastructure. Third, the district is supporting our instructional staff with expert training and staff development. Work continues toward improving all delivery systems for student progress.

Kennedy High School's new administrative team has developed strategic priorities with measurable goals based upon the W.A.S.C. Self-Study and June, 2000 visiting team's report and reflects our school's new mantra. *Attendance, Attitude, Aptitude and Achievement*. These priorities revolve around identified student needs and drive school improvement processes. Administrative duties and responsibilities were adjusted to insure accomplishment of these priorities and provide a mechanism for assessment and accountability for follow-up and data analysis. This team has clearly communicated their duties and responsibilities to the entire staff creating a structure in which the faculty and staff can effectively access appropriate support systems for students.

A variety of WCCUSD resources have significantly improved the physical plant and provided resources and infrastructure. Students and faculty agree that the physical perception of the school has improved as a result of the concentrated effort of the district maintenance staff and community volunteers. Safety issues have been and continue to be addressed.

The instructional staff at Kennedy High School has received an abundance of instructional support during this school year from the district. In early August, 2000 district staff met with department chairs and the administrative team to collaborate and layout a plan of continuing support for the school. Our consultant, Dr. Michael O'Neill, has provided intensive training to all instructional staff on curriculum development, standards and benchmarks, performance-based assessment and SAT 9 preparation.

The June, 2000 W.A.S.C. Visiting team's report reflected five major areas of needed improvement. Great strides have been accomplished in each area.

- ***Curriculum, Standards, Benchmarks, and Assessments:*** Last year, our W.A.S.C. Self-Study found that all students did not participate in a curriculum based on both content standards and the ESLRs. Nor did it incorporate present-day technology across the curriculum. Even within the core academic areas, minimal usage of effective teaching strategies hindered the depth of students' preparedness. There was no school-wide assessment plan nor was there a staff development plan to help teachers become proficient in the areas of curriculum, standards, benchmarks, assessment and technology. Our work, beginning in August, now has a strong focus on capacity building to achieve these things. We have voted to create and use our modified days to focus on a staff development plan that was created to revolve around SAT9 test preparation, technology training, data analysis, and standards with

performance based assessment. Teachers are collaborating during these sessions to effect change in lesson delivery and student performance and achievement.

- **School-wide Decision-Making:** A decision-making body that includes all stakeholders did not exist at the site. Site staff, parents, students and community stakeholders lacked training and experience in this critical area. There was no indication of a comprehensive plan for allocation of resources; therefore, a plan that includes all stakeholders in a governance committee is being developed and will be implemented to insure that all resources are appropriately used to support the academic achievement and social growth of all students. The make-up of this governance committee will include representatives from administration, counseling, classified employees, site faculty, parents, students, and the community. In March, elections were held for the faculty representative and this body will meet officially by the end of April. As one powerful example of shared leadership, our 2000-2001 W.A.S.C. Focus Committees now each have a teacher, a classified employee, a parent and a student as equal co-chairs.
- **Support Services for Students:** Although many programs are offered and information is disseminated through classes, a system was not in place to assist students in monitoring and customizing their learning plan, so that they may attain their post-secondary goals. Also, all staff members were not aware of the programs available to their students. No training program existed to assist staff to serve students in this area. The school district has retained a new counselor that is an expert in matriculation to higher education. Additionally, the district has also retained another 2/5th counselor to provide necessary student services. The school is working with the University of California at Berkeley to assess student literacy needs and train instructional staff accordingly. We have added tutors for all students. At-risk male students are eligible to participate in the SPEL program. Roberto Reyes is serving as a conflict manager and significant advisor for Hispanic students at our school. Our AVID program is growing and teachers are receiving further training to assist this expansion. The re-establishment of our school's PTSA organization is a major step towards building improved relations with parents in the community.
- **Achievement:** Kennedy High School was ranked 1 on the STAR API (1999) and had the 2nd lowest raw score in the state. Scores for SAT 9 in 2000 showed little or no improvement in the areas measured. Of incoming 9th graders, 90% scored in the bottom 20% of the reading and mathematics components of the SAT 9 in grade 8. LEP student populations are increasing and special needs students such as GATE and Title I remain under-identified. There was no process for the regular review of student profiles. Thus, programs that would address academic and behavioral interventions for students in the areas of resiliency, retention, redirection and retrieval were not established. There was no coordinated program to assist staff to address many of these issues. A long-range plan of staff development did not exist. In our staff development plan this year with our researchers we are examining and incorporating *opportunity-to-learn* standards and instructional strategies into the curriculum. All students will participate in a curriculum based on both content standards and the ESLRs. In the past, within the core academic areas, minimal usage

of effective teaching strategies hindered the depth of students' preparedness. Our department chairpersons are being trained on performance assessment of content standards and in December trained department members to design curriculum that incorporated both content and grade level language arts standards. When the W.A.S.C. team arrives they will see both ongoing and completed student work that meet those state standards, work that is valued by the community. Technology training and resources are acute areas of need both for students and staff. Our technology resource coordinator has a multi-year staff development plan that is already enhancing our use of technology as a tool to reach more students. Many more learning experiences need to be arranged for students to have opportunities to realize that learning takes place in myriad of ways.

- ***Parental and community involvement:*** A parent group has been formed this year that advocates school needs to the school board and central office administration. Certainly parent support has improved but much more must be encouraged if all students are to improve their academic and personal performance before graduation. In the past, neither parent nor student surveys indicated whether they were aware of the school's vision or its ESLRs. We are reaching out to our parents and community through a variety of tools: inclusion as co-chairs in each aspect of the W.A.S.C. process, re-establishing the PTSA, all advisory councils (SSC, SAC, ELAC and GATE) Newsletter and Radio KEGC. Adult classes for parents will be established on the campus. We know perception is everything. We are creating and fostering an atmosphere of legitimate collaboration.

Body

WASC 55458

II. Body

Recommendations, Responses and Actions

The Kennedy High School community began the process of addressing the recommendations suggested by the W.A.S.C. Visiting Review Team immediately following their visit in April of academic year 1999-2000. Academic instructional departments began working on plans that were directed towards making instruction more performance-based and tied to state and district standards. Plans were developed that set goals for improvement and reflected the ESLRs as written. The action plans developed during the Review Team's visit were used during this process.

During the summer of 2000, the school's leaders began meeting to improve learning opportunities for all students. The recommendations made by the Visiting Team and significant testing data of student performance were the key elements in these planning processes. From day one the school community has used the recommendations to guide planning and the delivery of improved services to students. The school district has provided a school improvement coach for Kennedy High School and significant decision-makers from the school district have devoted time, capital resources, and staffing to facilitate consistent improvement at Kennedy High School for all students.

The stakeholders at Kennedy High School have been working hard to build positive change at the school this year and in the future. The Focus Group Leadership Teams established in September of 2000 have continued to meet and provide guidance, support and input to initiate positive change at the school by using the recommendations made by the Visiting Team. The entire school community recognizes the immediacy of creating better systems and opportunities for students attending Kennedy High School.

The school community's efforts to address these mandates are described in this section by focus group areas. Where possible specific actions are described and further activities are recorded. The Visiting Team Report organizes its suggestions by Focus Group area and we have attempted to describe our actions for each suggestion as accurately as possible.

Our progress report team includes members from each stakeholder group and we have made every attempt to provide access for full input and decision making in terms of the replies recorded here. The composition of our group is as follows.

Focus Group Leadership Teams/ Progress Report Team

Principal: Ms. Quen Huntington – Lumb
Improvement Coach: Dr. Michael O'Neill
Coordinator: Mr. Randall Enos
District Office: Dr. Susie Van De Veer
Regional Superintendent: Ms. Barbara Adams
Leadership Support: Dr. Pamela Noli

- A. Vision , Leadership , and Culture: Mr. Jim Ellis (teacher); Ms. Michele Clemons (parent/Spec. Ed. Instruction Aide); Onkeo Saengsavath (student); Mr. Darrell Goodbeer (classified staff)
- B. Curricular Paths Mr. David Manson (parent and P.T.S.A. President); Mr. Yoth Khaikham (student); Mr. Kibbie Kleiman (ELD teacher); Mr. Nelson Caesar (classified)
- C. Powerful Teaching and Learning: Ms. Martha Sipe (GATE teacher); Ms. Dayna Chatman (student); Ms. Carol Duchine (parent); Ms. Dea Birdsong (classified staff)
- D. Support for Student Personal and Academic Growth: Mr. Jeff Patterson (teacher); Ms. Tanika Carter (student); Ms. Erma Jean Marr (classified); Mr. David Jite-Ogbuehi (student-P.T.S.A. Vice President); Ms. Maggie Gallegos (counselor)
- E. Assessment and Accountability: Mr. Marv Weston (parent); Ms. Georgina Ocegüera(classified); Mr. Alan Goodman (teacher); Ms. Valerie Dixon (parent);
** Mr. George Harris (member of West Contra Costa Unified School District School Board)
** Ms. Marsha Jaegger (U.C. Berkeley Program Coordinator)

A - VCL

Recommendations, Responses and Actions

#41 Finding ♦ Neither student nor parent surveys indicated whether they are aware of the school's vision or its ESLRs.

<i>Analysis/Actions Taken</i>	<i>Evidence</i>
<p>We know that perception and communication is everything. We are creating and fostering an atmosphere of legitimate collaboration with our parent community. We are reaching our parents and community through a variety of tools:</p> <ul style="list-style-type: none"> ♦ Inclusion as co-chairs in each aspect of the WASC process. ♦ Re-establishing the PTSA, all advisory councils (SSC, SAC, ELAC and GAT) ♦ Newsletter and Radio KEGC. ♦ Adult classes for parents on the campus. ♦ A parent group has been formed this year and they are advocating school needs to the school board and central office administration. ♦ Vision statement, from which ESLRs flow, is being revised with input from members of the school community, members of the School District, and School Board. ♦ ESLRs are being revised with input from school community and consultant. ♦ New questionnaires have been designed with input from school community which is shorter and easier to understand. ♦ New parent questionnaire is written in languages spoken at home by parents and will be administered by phone by volunteers who speak the parent's language. ♦ Delivery systems increased to promote greater understanding and awareness of vision statement and ESLRs (1) student handbook, (2) student Kennedy Planner, (3) use of handbook and student planner integrated into lesson plans, (4) discussion fostered in parent groups: PTSA, School Site Council and a variety of parent groups (including ESL families), (5) 9th grade student and parent orientation held in August, (6) mailings to parents with report cards, progress reports, calendars, and newsletters (in English & Spanish). 	<ul style="list-style-type: none"> ♦ Samples of visions statements from other schools ♦ Communication with District Administrators Barbara Adams, Liz Torero, and Susan VanDeveer ♦ Communication with teachers, administration, and student leadership class ♦ Lesson plans from English Department and Assistant Principal Kal Phan regarding ESLRs and school planner ♦ Minutes and agendas from PTSA, School Site Council, and other organizations ♦ Copies of mailings initiated by administration, including newsletters to reach parents ♦ Volunteers from PTSA who will assist in administering questionnaire ♦ Copies of student and parent questionnaires

<p>#A2 Finding</p>	<ul style="list-style-type: none"> ◆ It does not appear at this time that the school leadership has initiated activities that focus on all students achieving the ESLRs. Decision-making is top down. Also, there is no systematic plan or process in place to communicate with the school community.
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<p>Analysis/Actions Taken</p>	<p>Evidence</p>
<p>School leadership includes members from all segments of the school community and their formal and informal organization or structure</p> <ul style="list-style-type: none"> ◆ Principal meets with the student leadership on a regular basis ◆ Student leadership communicates its needs and concern on issues to other members of the school community ◆ Focus groups also serve as a vehicle to participate in decision making process that impacts vision, leadership, and culture of the school ◆ School Site Council-with a membership composed of students, teachers, administration, parents, and members of the community-serves as a catalyst and clearing house for input into the decision making process. The group meets regularly with the School Principal. ◆ School Site Council recommends and approves budgets for Title 1, restricted and unrestricted funds used in the school ◆ PTSA communicates with the Administration and uses school systems to disseminate information and encourage participation in the decision making process by all members of the school community. ◆ The result of these efforts has been greater communication and unification. ◆ Academic decisions, such as the new Saturday School, were the result of communication with the school communities plus UC Berkeley. Students and parents must sign a contract to attend Saturday School; this provides another opportunity for communication for members of the school community. ◆ AVID (Advancement Via Individual Determination) involves a contract with both parents and students. The continuous communication required to administer the program provides the opportunity to disseminate information and receive input from both parents and students 	<ul style="list-style-type: none"> ◆ Agendas and minutes from meetings of all groups and committees ◆ Newsletters (in English & Spanish) ◆ PTSA's communications ◆ School Calendar ◆ Correspondence ◆ Records ◆ School marquee

#A4 Finding ♦ Currently no systems or strategies exist to facilitate the sharing of educational research or discussion thereof.

Analysis/Actions Taken	Evidence
<p>A tremendous effort has taken place to ensure the acquisition and sharing of research proven strategies, methodologies, and materials</p> <ul style="list-style-type: none"> ♦ An organized training program that includes staff training sessions and new teacher support. Seminars and training have included: (1) teaching to standards, (2) assessments/rubrics, (3) resources and how to access them, (4) reciprocal teaching, (5) cross curriculum literacy, ♦ In addition to staff training, Department Meetings allot a segment of their meetings for sharing information, working on syllabi, collaboration of teachers by course, alignment of standards and learning plans ♦ Increased funds and time have been allotted for teachers to attend training sessions and observe best practices in other schools ♦ Department heads are promoting the sharing of information during department meetings, in addition to the dissemination of administrative information 	<ul style="list-style-type: none"> ♦ Agendas, minutes, and materials from presentations ♦ Written assessments by attendees of training sessions ♦ Analysis of budget used for training, including the increased availability of stipends to fund and encourage additional professional development

B - CP

WASC 55465

<p>#B1</p>	<p>Finding</p> <ul style="list-style-type: none"> ◆ All students do not participate in a curriculum that is based on both content standards and the expected school wide learning results. ◆ Several barriers keep more cross-departmental discussions and integration of ESLRs out of reach: inadequate allocation of teachers and materials, high staff turnover and the lack of time to collaborate.
<p>Analysis/Actions Taken</p>	
<p>Faculty and staff have realized the importance and focused their full attention on improving the curriculum driven by state frameworks and KHS ESLRs.</p> <ul style="list-style-type: none"> ◆ The entire school community has worked together to revise the ESLRs. The leadership class participated in the re-write and re-statements to ensure student input in the process. ◆ Consultants have worked intensively with the faculty and staff on SAT 9 preparation, content standards, assessment, performance-based units, and data analysis. ◆ Some departments have completed department plans (all others are in progress) to provide students and faculty members with clear guidelines in directing courses. These plans are based upon state frameworks and provide course descriptions syllabi. ◆ Student work demonstrates achievement of targeted state content standards. ◆ All resources (monetary and human) were assessed and re-allocated to provide direct services to students based on demonstrated or data driven student need. Tutors have been hired and many are now placed in the classroom. Lunch time and after school labs supplement work in the classroom. ◆ Many new up-to-date texts have arrived in line with current state standards. ◆ There has been an effort throughout the school to increase collaboration and a sense of cooperation and professionalism among the faculty and staff. ◆ Stipends for teachers who spend additional time on curriculum development have been allocated. ◆ Departmental chairs and monthly meetings have been established. ◆ Over-head projectors have been distributed to most teachers. 	
<p>Evidence</p> <ul style="list-style-type: none"> ◆ Revised ESLRs ◆ Faculty meeting agendas ◆ Modified day agendas ◆ Prepared SAT 9 stories and questions ◆ Departmental plans ◆ Course descriptions and syllabi ◆ Completed student work ◆ Meeting agendas and minutes ◆ Requisitions ◆ Faculty interviews ◆ Time cards ◆ Budget Allocations 	

<p>#B2 Finding</p>	<ul style="list-style-type: none"> ◆ Students receive little assistance in developing and adjusting their learning plans. Students are left to pick their own courses without the guidance counselor. This minimizes students' ability to access resources and programs. ◆ A variety of programs such as AVID, MESA, Upward Bound and others are offered but again students must choose these programs. Few students understand and utilize these opportunities. Although a myriad of programs are offered and information is disseminated through classes, a system does not exist to assist students in monitoring and customizing their learning plans, so that they may attain their post-secondary goals. Also, all staff members are not aware of the programs available to their students. ◆ A variety of electives are offered, however they are only options and not cohesive paths.
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<p>Analysis/Actions Taken</p> <p>A comprehensive approach involving the district, site administration, site counseling staff and teachers has been adopted to address the critical area of curricular paths.</p> <ul style="list-style-type: none"> ◆ An additional guidance counselor (20%), who specializes in matriculation to higher education, was hired in September of 2000. ◆ The district is supporting instructional staff with training and staff development. (This improvement in turn helps the students.) ◆ A governance committee is in the process of being created to act as a central clearing-house to coordinate & monitor all programs and resources to insure that all students receive needed services. ◆ The Kennedy High School Site Plan created in the fall of 2000 calls for the development of a process for students to create and implement student learning plans so that they may attain their post-secondary goals. ◆ Guidance counselors and teachers are assisting students in selecting appropriate and challenging courses. ◆ Information is disseminated to faculty and students regarding programs and elective courses. ◆ Announcements are made in advance to inform students of E.A.O.P. availability, college speakers, and the like. 	<p>Evidence</p> <ul style="list-style-type: none"> ◆ Personnel requisitions ◆ Faculty meeting agendas ◆ Modified day agendas ◆ Departmental plans ◆ School Site Plan ◆ Meeting agendas and minutes ◆ Weekly bulletins and announcements ◆ Faculty interviews ◆ Time cards ◆ School Improvement Coordinator records
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<p>#B3 Finding</p>	<p>◆ Even within the core academic areas, teacher absenteeism, student absenteeism, and minimal usage of effective teaching strategies hinders the depth of students' preparedness.</p>
<p>Analysis/Actions Taken</p>	<p>Extensive planning, staff development and support have been and continue to be the focus of the district, site administration and faculty at Kennedy High School in regard to improving student achievement through the use of effective teaching strategies and reducing student absenteeism. Our concentrated effort has produced growth in this area.</p> <ul style="list-style-type: none"> ◆ A pre-planning session in August 2000 focusing on strategies for improvement for all students was held. ◆ The district assigned a consultant, Dr. Michael O'Neill to assist and coach the faculty in its efforts to improve effective teaching strategies for all students. ◆ Staff development, district, and modified day training sessions have been coordinated and utilized to provide teachers with opportunities to improve and expand the strategies they incorporate in classroom instruction. ◆ Increased aide support and college tutors have been used to supplement instruction. ◆ Resources such as SAT Training and increased services for handicapped students have been identified and utilized. ◆ AP and Honors level courses that challenge students have increased and plans to expand course offerings in the future are being made. ◆ A team comprised of administration, counseling and faculty members attended a drop-out prevention workshop and implemented a program for KHS. ◆ To deal with student absenteeism, KHS has worked with local SWAT teams and community members knocking on neighborhood doors and calling home to follow-up on long-term absent students. Consequently, KHS had the most improved attendance in the district during fall, 2000. ◆ On issues of teacher absenteeism, better staff support, in the form of an on-site New Teacher coordinator and intern coordinator provides assistance to all instructional staff. ◆ Two full-time substitutes have been assigned to Kennedy High School by the district to
<p>Evidence</p>	<ul style="list-style-type: none"> ◆ Faculty meeting agendas and minutes ◆ Modified day agendas ◆ Prepared SAT 9 stories and questions ◆ School Site Plan ◆ Conference/workshop agendas and handouts ◆ Departmental plans ◆ Course descriptions and syllabi ◆ Lesson plans ◆ Completed student work ◆ Meeting agendas and minutes ◆ Personnel requisitions ◆ Faculty interviews ◆ Time cards ◆ SWAT Team records ◆ New Teacher Coordinator records ◆ Substitute time cards

	<p>mitigate the effects of a small substitute teacher pool to draw from.</p> <ul style="list-style-type: none">◆ Academic departments developed instructional goals for the 2000 – 2001 academic year.◆ Departments reviewed student testing results to evaluate the effectiveness of current strategies and plan incorporation of new strategies to improve the instructional delivery process in classrooms.◆ The principal and school improvement coordinator initially met in August and has continued to meet regularly to establish priorities for improvement activities.
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C-PTL

WASC 55470

#C1	Finding
	<ul style="list-style-type: none"> ◆ The ESLRs need to be incorporated into the curricula of courses ◆ A wide range of teaching methodologies needs to be employed to engage students in their courses. ◆ There is limited technology available to bring students up to possessing present-day skills using computers. Steps for action in this area need to be taken. Staff training in technology use on site needs to be carried out on a regular basis. Long-term plans need to be made which deal with maintenance and ongoing help for staff in the use of computers. ◆ Resources, i.e., classrooms and equipment that is on campus, need to be opened to student use instead of remaining vacant.

Analysis/Actions Taken	Evidence
<p>Great strides have been accomplished this year in expanding teaching methodologies at KHS. One of the most important ones being the use of technology in the classroom and utilization of resources to assist teachers in broadening instructional delivery techniques and increasing student achievement.</p> <ul style="list-style-type: none"> ◆ One teacher, Mr. Enos, has as a primary duty support of faculty, especially new faculty. He has developed, and many teachers now use, a lesson plan format that links ESLRs to curriculum for each day's classes. ◆ Department learning plans aligned with state frameworks include related ESLRs. ◆ ESLRs are posted in most classrooms. ◆ ESLRs are incorporated into the student handbook. ◆ Teachers at KHS use a wide variety of methodologies including work in groups: dyads, triads, and larger groups. Students complete performance-based units using multiple intelligences. Teachers lecture as students practice note-taking skills. Students also use hands-on lab skills, and teachers use questioning, critical analysis, and writing to learn as well as other teaching strategies. Students work from primary and secondary texts. Teachers and students are using word processing, remedial English and Math. presentation, and spreadsheet computer programs to enhance and supplement student learning. ◆ As curriculum is brought in line with district and state frameworks, faculty in greater numbers from a variety of departments are being released to attend conferences/trainings in literacy, including STARZ and the high school literacy summit, vertical teams and 	<ul style="list-style-type: none"> ◆ Faculty technology survey ◆ Departmental learning plans ◆ Weekly lesson plans ◆ Student handbook ◆ Computer lab sign-up calendar ◆ Digital High School outside vendor contracts ◆ Modified day agendas ◆ Workshop/conference agendas ◆ Time cards for stipends ◆ Completed student work ◆ Budget sheets

other college board training. Training in other areas is ongoing as well. Literacy is a primary focus because we identified it as one of our major issues last spring when developing action plans. AVID has supported training in literacy as well as development and refining of advanced placement classes. We have received an AP Challenge grant and other grants to support teacher training. Teachers report that these trainings have widened their repertoire of methodologies and strategies and serve to improve student learning in their classrooms.

- ◆ A technology survey of faculty members was conducted in the fall, 2000 indicating that the staff is becoming more comfortable with technology and utilizing technology in preparation and as a tool in the classroom.
- ◆ The technology resource position increased from 60% to 80% allowing additional time for collaboration, computer maintenance and ongoing help for staff in the use of computers.
- ◆ Some technology mentors attended CTAP NT Training in the fall, 2000.
- ◆ Two teachers completed the Intel Teach To The Future course incorporating technology into their curriculum. Digital High School funds were allocated for stipends upon the completion of this course.
- ◆ A school-wide area network has been created with internet access in each classroom. Students have access to their stored files from any classroom or the library.
- ◆ Digital High School funds were used to provide additional computer maintenance.
- ◆ Stipends were allocated to hire technology mentors to assist faculty, staff and students with technology training and to make available after school resources.
- ◆ Digital High School funds were used to provide digital camera training to five teachers from the core academic departments. Digital cameras were included for classroom use.
- ◆ Most teachers are using computerized gradebook programs to aid in keeping students informed of their progress in class.
- ◆ EMAIL is beginning to be used as a means of communication among the administration, faculty and staff.
- ◆ The KHS staff development plan included two modified days for technology training.
- ◆ A \$500 stipend per teacher has been allocated for each teacher who completes the CTAP Online course of study by April 1, 2001. (This was made available to ALL faculty.)

<ul style="list-style-type: none"> ◆ A computer lab aide was hired at the beginning of the spring semester to make available the computer lab during each period of the school day as well as to provide computer resources to students daily before and after school. ◆ Digital High School funds purchased new multimedia equipment for the library including 7 multimedia computers, a digital video camera, digital video editing equipment and software and TV/VCR. 	
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<p>#C3 Finding</p>	<ul style="list-style-type: none"> ◆ Many more learning experiences need to be arranged for students to have opportunities to realize that learning takes place in a myriad of ways. Links with the community at large should be set up to bring in people that could help give Kennedy students greater access to real-world learning.
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<p>Analysis/Actions Taken</p>	
<p>KHS administration, faculty and staff are beginning to coordinate and use work-based learning experiences to engage students in learning that goes beyond the classroom. The district has aided us in this endeavor. Partnerships are being developed to extend educational opportunities to students.</p> <ul style="list-style-type: none"> ◆ Both SPEL and AVID classes have had presentations by such groups as the Richmond Chamber of Commerce, ATF, drug counselors, members of various professions such as law and medicine, and students participate in job shadowing, tutoring at local elementary schools, and fieldtrips. ◆ The Richmond Chamber of Commerce has been instrumental in setting up ties between KHS and the greater Richmond community. ◆ A site and district school-to-career coordinator are provided by the district to assist students through providing work permits and work experience classes. ◆ KHS students participated in the district-wide job shadowing day in February 2001. ◆ A career fair is planned for the spring of 2001. ◆ U.S. History students field trip to U.C. Berkeley Affirmative Action Rally. 	<p>Evidence</p> <ul style="list-style-type: none"> ◆ Interview with students, teachers and Richmond Chamber of Commerce members and others ◆ Job Shadowing Day attendance records ◆ Career Day choice sheets and schedule ◆ Lesson plans

D - SPAG

WASC 55474

#D1	<i>Finding</i>	<ul style="list-style-type: none"> ◆ Not all students are receiving appropriate support to help ensure academic success. This is due to the fact that some students, such as possible GATE students, have not been identified. ◆ The school does not support all students in access to a rigorous core curriculum since details, such as ethnicity, gender, ELD, GATE or Special Education status are not given to teachers so that instruction can be modified to address the learning needs of the students.
#D2	<i>Finding</i>	<ul style="list-style-type: none"> ◆ Support is not systemic, so that there is consistent and equitable involvement of staff and students. ◆ There is no indication from students, staff or parents that a process for the regular review of student profiles exists. Thus, programs that would address academic and behavioral interventions for students in the areas of resiliency, retention, redirection and retrieval can not be established
#D3	<i>Finding</i>	<ul style="list-style-type: none"> ◆ It is unclear how local resources (outside of the restoration of a community pool) are identified and utilized collaboratively between the school and community.
#D4	<i>Finding</i>	<ul style="list-style-type: none"> ◆ There is no indication of a comprehensive plan for the allocation of resources (teachers and other staff, Title I School Plan, SB813, SB1882 MESA, Digital High School, R.O.P. and SPEL. Therefore, a plan that includes all stakeholders needs to be developed and implemented to ensure that the allocation of all resources, i.e., fiscal, human, and material, are appropriately used to support the academic achievement and social growth of all students.

Analysis/Actions Taken		Evidence
<p>Recognizing the vital role that support services play in ensuring academic success for our students we are planning and implementing policies and procedures to address the learning needs of students. Our goal is to provide structured processes to guarantee identification, proper placement, and support services for all special needs students.</p> <ul style="list-style-type: none"> ◆ A governance committee representing all stakeholders has been established to act as a central clearing-house to coordinate & monitor all programs and resources to insure that all students receive needed services. ◆ Informal meetings between special and regular education teachers are held to discuss strategies for adapting instruction for special needs students. A form accompanies special education students when they are mainstreamed into a regular education class. ◆ Review of undefined processes, in identifying, placement, and providing support services for special needs students and how to most effectively disseminate the information to classroom teachers, is taking place. The governance committee will recommend and implement comprehensive procedures 		
		<ul style="list-style-type: none"> ◆ Governance committee roster ◆ Agendas ◆ Accountability charts ◆ Interviews

<p>that will be clearly communicated to all faculty and staff.</p> <ul style="list-style-type: none">◆ The site administrative team has met and defined duties and responsibilities relating to special needs populations and communicated them to the faculty and staff in verbal and written form.◆ Teachers have been provided with access to student profiles.◆ Special needs students have been identified.◆ There are plans to expand AP/Honors classes to the 10th and 11th grade levels. This will greatly assist us in building our GATE population and increase AP and Honors class offerings in the near future since such a low GATE population is currently identified (4).◆ An AP Challenge grant has been written by members of the faculty and approved by the California Department of Education.◆ The school is making an effort to involve all stakeholders in major decisions.◆ Students, parents and community members have been involved in the WASC process through leadership committee meetings.◆ We have established the PTSA.◆ A monthly newsletter for informational purposes has been instituted.◆ The newly completed radio station is being used to disseminate information over the airwaves.◆ Several stakeholder groups such as SAC, SSC, ELAC are meeting on a regular basis.◆ A full-time and 2/5ths counselor has been hired. Their duties include monitoring student profiles during the registration process and visiting classrooms to provide individual attention to students in course selection for the coming year.◆ E.A.O.P., E.G.C. and Talent Search are providing transcript review for their students.◆ The assistant principal, Ms. Gladys Chance-Perry, provides a letter of warning to students who are on academic probation and are a step away from continuation or adult school.◆ Members of the faculty wrote a comprehensive School Site Plan with input from all stakeholder groups in September 2000. All programs, services and resources, i.e., fiscal, human, and material available to KHS were identified. After careful examination detailed action plans were set in place as a living-working document for administrators, departments, faculty and staff and all stakeholder groups at KHS. This document which is based on student achievement of ESLRs now drives all instructional processes, support services and fiscal expenditures at KHS.	
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E-AA

WASC 55477

#EI	Finding
	<ul style="list-style-type: none"> ◆ There is no school-wide assessment plan nor is there a staff development plan to help teachers become more proficient in the area of student assessment. ◆ Currently, curricular and instructional modifications based on assessment data is limited and is left up to individual teachers who work without the benefit of inservice, a clear common purpose, or peer collaboration.

Analysis/Actions Taken	Evidence
<p>The School Site Plan includes a comprehensive staff development plan and student assessment component and is in place. This plan guides selection of district and on-site training during staff development and modified school days as well as outside workshops, conferences and seminars attended by a large number of our faculty and staff this year.</p> <ul style="list-style-type: none"> ◆ On-site training and outside workshops, conferences and seminars have included performance assessment and data analysis to improve student learning and the instructional process by department and individual teachers. ◆ The entire faculty reviewed SAT-9 test results in a pre-planning session, August 2000. Based upon data reviewed back-to-back 9th grade English and Math classes have been developed. Students spend two periods with their English and Math teachers respectfully. This expanded instructional time allow teachers to develop rapport with their students, provide more time on task for students and assist teachers in assessing the strengths and needs of the students in order to drive curriculum. ◆ The district has provided consultants and support staff to work intensively with site administrators and faculty in subject specific workshops for our teachers. ◆ The district has provided release time affording teachers the opportunity to visit other schools and districts in order to observe instructional best practices. ◆ The district has provided a site school improvement coordinator who works directly with all teaching staff to support teaching and learning. ◆ The district is supporting teacher collaboration beyond school hours by funding hourly stipends. 	<ul style="list-style-type: none"> ◆ School Site Plan ◆ Staff development and modified day agendas ◆ Disaggregated test information ◆ Substitute time cards ◆ Personnel requisitions ◆ Time cards ◆ Master schedule ◆ Departmental plans ◆ Budget sheets ◆ School-created reading tests

#E2	Finding	
#E3	Finding	<ul style="list-style-type: none"> ◆ Parents would like more assessment information and communication about their individual students. ◆ The achievement data that is shared is not clearly tied to the ESLRs nor does it encompass all of them. ◆ The discussion about how to measure the ESLRs has not begun in earnest, and the type of performance based assessment that will be needed to measure them is limited at the school. ◆ Student achievement data on the SAT-9 has brought about limited changes to course offerings and course content only at the ninth grade.

Analysis/Actions Taken	Evidence
<p>Acknowledging the crucial relationship between our ESLRs and student performance data we have collected and examined test results. We began taking an aggressive stance on this in August of 2000. We have revised our ESLRs to reflect measurable goals and reviewed course offerings accordingly. Communication of the revised ESLRs and assessment information is occurring via numerous avenues developed during this school year.</p> <ul style="list-style-type: none"> ◆ Our consultant, Dr. Michael O'Neill, has worked intensively with the faculty and staff to understand and connect standards, benchmarks, assessment, data analysis, and ESLRs across the curriculum. ◆ All faculty members who started the school year at this site have been given data analysis staff development training. ◆ Student performance data has been collected for the last three years (JTBS and SAT 9) ◆ We have utilized new research on the correlation between standards and mandated testing to build the capacity of the entire staff, including classified, to work with skills through critical thinking that will raise test scores across the board. ◆ Students are receiving appropriate instruction based on ESLR & content standard driven lessons & performance based assessment. ◆ Stakeholders have assessed and revised current ESLRs to reflect higher student expectations and guide instructional strategies. ◆ Report cards are mailed home to parents. ◆ Test scores and honor rolls are printed in the school newsletter and the West County Times. 	<ul style="list-style-type: none"> ◆ Report cards ◆ Newsletter ◆ Autodial records ◆ Fliers ◆ Radio station records ◆ Staff development and modified day agendas ◆ Disaggregated test information ◆ Revised ESLRs ◆ Master schedule ◆ AP Challenge Grant

<ul style="list-style-type: none">◆ Information is communicated to all represented stakeholder groups in a variety of ways: autodialer, fliers, school marquee, radio station, announcements, bulletins, newsletters, and all parent groups and advisory councils.◆ Career path development in the computer program is in process.◆ Expansion of the AVID Program for all students.◆ Increased number of drama class offerings.◆ Members of the faculty have written and the California Department of Education has approved an AP Challenge grant to expand AP course offerings.◆ Driver education classes are offered to 10th, 11th, and 12th grade students.◆ Established the radio broadcasting R.O.P. class.◆ Established a creative writing class.	
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#ES3 Finding	Soundness of follow-up process to monitor accomplishment of school-wide action plan
<ul style="list-style-type: none"> ◆ The absence of instrumentation or any systematic process to assess the limited achievement data that does exist prohibits decisions about educational program or resource allocations to be made on the basis of the ESLRs. 	<ul style="list-style-type: none"> ◆ There is no process in place to monitor the accomplishment of the action plan. The Leadership Team from the Focus on Learning process appears to have the desire to follow through in this area but his is not in writing nor has there been a consensus reached that this will happen.

<i>Analysis/Actions Taken</i>	<i>Evidence</i>
<p>KHS has undertaken vital steps this year to vastly improve the educational program for all students academic success.</p> <ul style="list-style-type: none"> ◆ First, we have created a school site plan to guide us in all aspects of our program (fiscal, human, and material). This plan was created with the WASC Visiting Committees recommendations as our guiding light in determining priorities, activities and action plans. ◆ Second, we are in the process of creating a shared site governance committee with representatives from all stakeholder groups who will become the decision-making body for KHS. Specific scope of authority and roles with defined duties and responsibilities will guide members in carrying out the written and approved school site plan. In the interim we have used the Focus On Learning Leadership Team to advise administrators in the decision-making process. This governance committee has the full endorsement of the administration, faculty, staff and stakeholder groups. 	<ul style="list-style-type: none"> ◆ School site plan ◆ Governance committee creation records and documents ◆ District budget records ◆ WASC Visiting Committee Report ◆ Focus on Learning Leadership Team records ◆ School improvement teacher records

Appendix A

**W.A.S.C. Visiting Team Recommendations
1997 Kennedy Self-Study Action Plans**

The Visiting team made the following recommendations for school action in regards to the action plans described in the 1997 Self-Study. Our response will follow the chapter citation and Sub Reference statement.

Chapter 2 of the 2000 Visiting Team Report:

“It does not appear that there is a designated committee to oversee the implementation of the previous action plans.”

Response: The school recognizes that this omission made it difficult to systematically assess real progress with stated action plans on a school wide basis. As a result the school has formed an oversight committee. It has been titled The Kennedy High School Governance Committee. The members of this committee include members from all stakeholders groups. We expect to have completed defining the span of control for this group during the spring semester of academic year 2001.

Action Plan 1

“Integration of the ESLR’s into the curriculum has yet to occur”

Response: The school community is devoting significant time to creating ESLRs that are both performance- based and understandable to all stakeholders. The visiting team is correct in its assessment of our first set of ESLRs. This year we have started the process of building our capacity to develop curriculum that will cause the ESLRs to be used on a regular basis. Our ESLRs are included in our student handbook as well as in the organizers provided to all students. Staff has begun to write lesson plans that specify which ESLRs are being addressed by the lesson being taught. School newsletters have described the ESLRs to parents. The first lesson of the year in all classes was designed around building higher student awareness about them, and how the course being taught relates to them. During this process we recognized that even our revised ESLRs needed to become more performance oriented and more clearly measurable for all stakeholders. We are in this process now with the assistance of students in our leadership class.

Action plan 2

“Write and implement performance standards. The staff has developed learning plans for instructing all students. A common format is needed as well as curriculum standards and and student performance standards.”

Response: The staff and school community have begun the process of solving this problem. All teachers have received a copy of the appropriate curriculum standards. Dr. O’Neill is training our whole staff in how to create performance based learning units that use multiple assessment strategies. It is our plan to continue research on high performance achievement for all students as we complete our training and then develop a common format that reflects our adjusted ESLRs and expected student performance in all courses of study.

WASC 55483

Action Plan 3

“There does not appear to be a ‘clearing house’ at the site. This particular area, a central place for decision making that is accessible for all staff underlies the problems with the accomplishment of all the action plans.”

Response: The school community recognizes the need to create and empower governance committee that will make discretionary decisions at our site. This body will also monitor student

purpose of the committee will be to not only make decisions and monitor progress, but also to serve as a forum to initiate programs and policies that help students achieve at higher levels.

Action Plan 4

“There has been staff training but it has been done in a haphazard manner.”

Response: The school continues to search for solutions to provide useful staff development for all staff in order to improve lessons for all students. The school is currently doing a number of things to approach staff development in an effective way that is based on both student and instructor needs. The district has provided on site development in several ways. Dr. Michael O’Neill is serving as a training consultant at the school as well as assisting with school improvement issues. A master teacher is assigned as a resource teacher to assist all staff improve lessons taught to students. New teachers are supported by a campus mentor and by several programs that include BTSA and the Cal State University Hayward Internship training program. Math teachers are working with trainers from the Access Program from the U.C. Berkeley campus. Our primary focus this year has been the instruction of literacy skills as well as developing performance-based instruction to assist students towards deeper understanding of standards based curriculum. Many instructors are attending workshops and sharing the information they have gained with other staff. We continue to create solutions that will build student performance and success.

Action Plan 4

“One of the main problems in the completion of this process was the lack of knowledge by the staff about the self-study process as well as their knowledge of teaching and assessment practices with the school..”

Response: Despite the turn over of site personnel the staff has increased its knowledge of school improvement processes. The district has provided support for staff to attend workshops on these subjects. Dr. O’Neill has provided knowledge and perspective for the staff during his training sessions this year. We are working on developing standards based learning units across the curriculum and we are exploring research on multiple performance assessments for inclusion in all classes taught at Kennedy High school.

Action Plan 4

..” At present , there is no consensus on judging student’s performance in relation to the ESLRs. Nor is there consensus on the standards for student performance.”

Response: The stakeholders at the school recognize this problem and are working at creating performance based ESLRs that are clearly understood by students, parents and instructors. Most departments are now designing their lesson plans to reflect the lesson’s relationship to the ESLRs. All staff is being trained in performance assessment and some departments (English and Social Science) are designing rubrics to improve their system for evaluating student progress. SAT9 and district testing (Math) is assisting our community understand student needs more clearly

Action Plan 5

“ There does not appear to be an accountability system for monitoring the ongoing work on the action plan.”

Response: Previous responses detail the role the J.F.K. governance committee will play in resolving this problem. It should be noted that the staff and stakeholders did participate in a review of progress towards the ESLRs for students at the conclusion of the fall semester for this academic year. Assessments indicated that progress is occurring but there are many things left to

all stakeholders a voice in the system as well as significant roles in creating needed adjustments in processes to address student needs.

** The responses recorded in this section are focused on the action plans created for the 1997 self-study. The Visiting Team in April of 2000 assisted our community create the action plans we are now using to assist students improve their performance. Certainly we believe our work this year is helping us provide better opportunities for all students at our school.

Appendix B

APPENDIX B

John F. Kennedy High School
Expected School Wide Learning Results for all Students

**All students graduating from Kennedy High School will meet high academic standards
and will be powerful performers as**

Independent Lifelong Learners

Indicators: (Our community will know this when students...)

- Access information and utilize it effectively
- set goals; plan and act effectively to realize their completion
- build and develop personal skills to effectively meet challenges
- attend school regularly and on time

Effective Decision Makers

Indicators: (Our community will know this when students...)

- Develop solid situational decision making skills
- develop processes to make positive decisions
- gather and use data from modern resources to understand the consequences of decisions
- collaborate with others to build consensus and effective actions

Builders of Personal Career and Life Skills Pathways

Indicators: (Our community will know this when students...)

- Develop a four year academic career plan that will lead to broader career choices
- acquire the appropriate skills to achieve and prepare for career goals (I.e. college, vocational school, apprenticeships)
- acquire advanced technology skills applicable to the work place

Effective Communicators in Writing, Speaking/Listening, and through technology

Indicators: (Our community will know this when students...)

- Appropriately use language to express themselves in a wide range of settings
- develop interpersonal skills that will allow effective cross cultural communication
- develop and use a wide range of written and technological sources

Responsible, Self-directed Citizens

Indicators: (Our community will know this when students...)

- Are concerned, active, positive participants in our school, community, and environment
- will act with personal and ethical integrity and respect the rights of all people
- demonstrate tolerance and value the beliefs and cultures of a diverse society
- conduct themselves in a manner that will result in a safe physical environment

Definitions:

- Indicators will be measurable for each student through a wide range of assessment that will include student behavior, acquired skills, and ongoing student performance.
- Assessment will be based on high content and skills standards
- Our community includes our students, professional staff, parents and the concerned public
- High academic achievement is an ongoing expectation of all Kennedy High School students.

Appendix C



John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804

Phone (510) 235-2291

Fax (510) 235-1915

Ms. Quen Huntington-Lumb, Principal

DRAFT DRAFT DRAFT

Successful J.F.K. Students think Attendance, Attitude, Aptitude and Achievement

Los estudiantes que quieren superar su educacion tienen que pensar en: Asistencia, Actitud, Aptitud, y Escelencia

E.S.L.R.'s -Expected School-wide Learning Results

Each student at John F. Kennedy High School will have regular and varied opportunities to build demonstrable expertise in:

I. Mastering Academic Content Standards

- A. Success on subject-specific assessment
- B. Success on the high school exit exam
- C. Success on rubrics for achievement as established by department and/or course.
- D. Establishment of a departmental statement of expectations and a description of what constitutes excellence.
- E. Performance assessment designed by each course that develops standards-based cross-curricular skills and competencies.
- F.
- G.

II. Short and Long Range Planning /Decision Making

- A. Establishment and monitoring of a personal multi-year pathway to higher education and/or career.
- B. Successful planning and completion of subject specific requirements.
- C. Semi-annual reflection on progress toward personal/interpersonal skills, decision-making and needs assessment.
- D. Building and reflecting on a multi-year personal academic portfolio.
- E.
- F.

III. Building Personal Skills and Competencies

- A. Participation in school and community building programs
- B. Participation in extracurricular academics and activities in athletics and arts
- C. Ongoing journals of personal approaches of learning how to learn and building on prior experience.
- D. Participation in individual and group tutoring/coaching
- E. Keeping and updating due dates for personal and academic performances, such as homework, tests, tournaments, etc.
- F. Learning to balance school, home, and community responsibilities.
- G.
- H.

IV. Connecting and Communicating through Technology

- A. Use of technology to support regular classroom performances and daily expectations
- B. Research on specific learning interests
- C. Building of a personal resume/brochure for success and continued learning in and beyond the high school curriculum.
- D. Use of technology to connect cross-curricular studies.
- E.
- F.

V. Interfacing In a Community of Learners

- A. Planning for and connecting to a larger community of learners to build personal and school wide understanding.
- B. Connecting to and preparing for professional/ career interests.
- C. Gaining knowledge of self and others as learners by peer review of student products framed by student expectations and posted rubric prior to instructor final evaluation.
- D. Asking questions to clarify expectations and performances.
- E. Supporting other learners in their progress toward personal and academic goals.
- F. Participation in collaborative study groups in and outside of class.
- G.
- H.

Appendix D

JOHN F. KENNEDY HIGH SCHOOL
4300 CUTTING BLVD.
(510) 235-2291

MRS. QUEN HUNTINGTON-LUMB, PRINCIPAL

PLANNING FOR SUCCESS

THURSDAY, AUGUST 24TH AND FRIDAY, AUGUST 25TH,
2000

AGENDA

CONTINENTAL BREAKFAST AND SIGN-IN

WELCOME AND INTRODUCTIONS

HISTORY

- WHO ARE WE?
- WHAT ARE OUR ROLES?

CLOSURE TO THE PAST

SAT-9

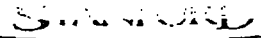
- SCORES - SPRING 2000
- FLAT LINE

PERFORMANCE ASSESSMENT

- ENGLISH/LANGUAGE ARTS STANDARDS

MOVING TO THE NEXT STEPS

Appendix E



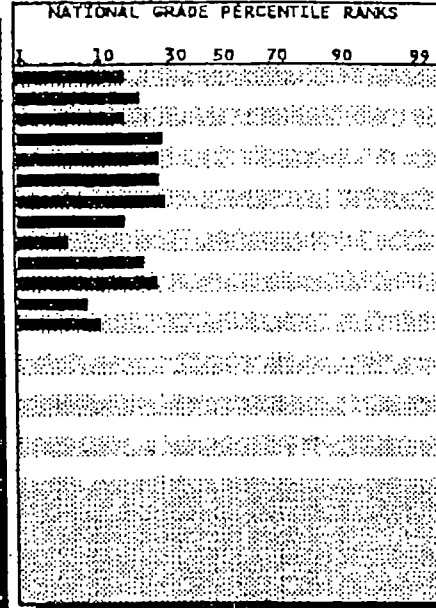
TEST OF ACADEMIC SKILLS, FOURTH EDITION

GROUP REPORT
FOR
KENNEDY HS
School Code: 0733639

DISTRICT: W CONTRA COSTA USD - 0761796
TEST TYPE: MULTIPLE CHOICE

GRADE: 09
TEST DATE: 04/00

SUBTESTS AND TOTALS	Number Tested	Mean Raw Score	Mean Scaled Score	National Indiv PR-5	Mean National NCE
Total Reading	261	35.8	654	13-3	26.0
Vocabulary	263	13.5	665	17-3	29.6
Reading Comp.	279	22.0	647	13-3	26.5
Mathematics	279	15.2	663	24-4	35.2
Language	271	19.1	642	23-4	38.2
Lang Mechanics	271	9.1	642	23-4	34.6
Lang Expression	271	10.0	641	25-4	36.1
Spelling	42	12.7	642	13-3	26.1
Study Skills	11	8.5	591	8-2	12.9
Science	278	13.1	645	18-3	30.8
Social Science	280	11.5	653	22-3	34.0
Using Information	11	22.5	623	6-2	17.8
Thinking Skills	11	40.0	621	8-2	20.3



CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Reading Vocabulary	30	56	44	0
Synonyms	16	54	37	9
Context	7	74	25	1
Multiple Meanings	7	42	54	4
Reading Comprehension	54	70	30	0
Recreational	18	54	42	4
Textual	18	68	31	1
Functional	18	78	25	0
Initial Understanding	10	63	34	3
Interpretation	24	63	35	2
Critical Analysis	10	68	31	1
Process Strategies	10	69	27	4
Mathematics	48	53	46	1
Problem-Solving Strategies	6	23	57	20
Algebra	6	57	39	4
Statistics	5	54	44	2
Probability	6	46	49	5
Functions	5	42	48	10
Geometry from a Synthetic Perspective	6	35	60	5
Geometry from an Algebraic Perspective	5	25	70	5
Trigonometry	3	34	62	4
Discrete Mathematics	3	45	52	3
Conceptual Underpinnings of Calculus	3	35	63	1
Language	48	54	41	3
Capitalization	8	38	59	3
Punctuation	8	41	56	3
Usage	8	42	55	2
Sentence Structure	12	50	45	4
Content and Organization	12	44	52	3

CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Spelling	30	62	36	2
Homophones	5	69	26	5
Phonetic Principles	10	55	36	10
Structural Principles	10	67	19	14
No Mistake	5	57	33	10
Study Skills	30	91	9	0
Library/Reference Skills	12	91	9	0
Information Skills	18	82	9	9
Science	40	53	47	0
Earth & Space Science	13	60	39	1
Physical Science	14	60	39	1
Life Science	13	64	35	1
Science Process Skills	32	76	24	0
Social Science	40	51	48	2
History	10	49	49	2
Geography	9	67	28	5
Civics & Government	8	37	59	4
Economics	8	58	38	4
Culture	5	51	45	3
Using Information	74	91	9	0
Thinking Skills	205	91	9	0

STANFORD LEVEL/FORM: TASK 1/T
1995 NORMS: Period 14 National

Process No. 100199C2-17301C1-9585-01735-1

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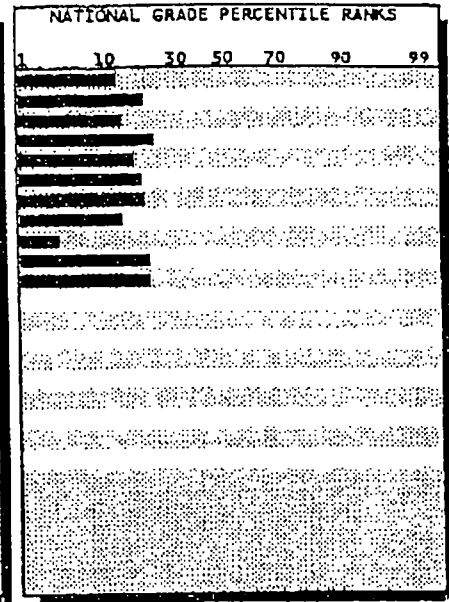
STANFORD TEST OF ACADEMIC SKILLS, FOURTH EDITION

GROUP REPORT FOR KENNEDY HS
School Code: 0733639

DISTRICT: W CONTRA COSTA USD - 0761756
TEST TYPE: MULTIPLE CHOICE

GRADE: 10
TEST DATE: 04/00

SUBTESTS AND TOTALS	Number Tested	Mean Raw Score	Mean Scaled Score	National Indiv PR-S	Mean National NCE
Total Reading	297	38.3	641	11-3	24.7
Vocabulary	207	15.0	678	18-3	30.4
Reading Comp.	213	23.1	651	12-3	25.8
Mathematics	203	14.8	672	21-3	33.3
Language	184	20.0	644	15-3	28.6
Lang Mechanics	186	9.5	645	17-3	30.2
Lang Expression	184	10.5	641	18-3	30.3
Spelling	24	11.0	653	12-3	25.3
Study Skills	11	8.6	604	3-1	9.1
Science	196	13.1	653	19-3	31.5
Social Science	200	12.4	634	19-3	31.0
Using Information	10				
Thinking Skills	9				



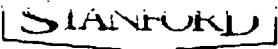
CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Reading Vocabulary	30	61	35	4
Synonyms	16	45	51	4
Context	7	71	25	4
Multiple Meanings	7	43	46	11
Reading Comprehension	54	73	26	1
Recreational	18	72	26	3
Textual	18	67	28	5
Functional	18	66	29	5
Initial Understanding	10	57	35	8
Interpretation	24	71	25	4
Critical Analysis	10	68	31	1
Process Strategies	10	67	27	5
Mathematics	48	52	46	2
Problem-Solving Strategies	6	30	66	4
Algebra	6	42	48	10
Statistics	6	36	62	2
Probability	5	56	40	4
Functions	5	48	46	6
Geometry from a Synthetic Perspective	6	39	46	14
Geometry from an Algebraic Perspective	5	49	41	10
Trigonometry	3	32	64	5
Discrete Mathematics	3	46	51	3
Conceptual Underpinnings of Calculus	3	43	55	2
Language	48	65	32	3
Capitalization	8	62	34	3
Punctuation	8	51	44	5
Usage	8	54	37	9
Sentence Structure	12	57	37	6
Content and Organization	12	59	39	2

CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Spelling	30	58	38	4
Homophones	6	38	63	0
Phonetic Principles	9	63	35	0
Structural Principles	10	54	42	4
No Mistake	5	75	17	8
Study Skills	30	91	9	0
Library/Reference Skills	12	100	0	0
Information Skills	18	91	9	0
Science	40	55	43	2
Earth & Space Science	13	62	37	2
Physical Science	14	52	44	4
Life Science	13	49	47	4
Science Process Skills	32	51	47	2
Social Science	40	56	40	5
History	10	32	59	9
Geography	9	43	49	9
Civics & Government	8	55	39	7
Economics	8	69	30	2
Culture	5	50	44	7
Using Information	75			
Thinking Skills	205			

STANFORD LEVEL/FORM: TASK 2/T
1995 NORMS: Period 14 National

Process No. 10019502-1750101-9583-01201-1

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TEST OF ACADEMIC SKILLS, FOURTH EDITION

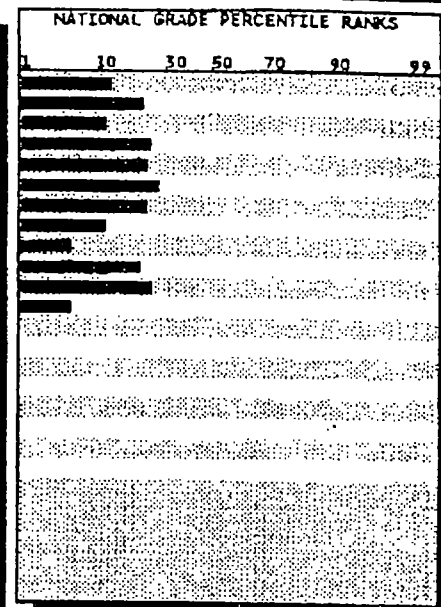
APPENDIX E (3)

**GROUP REPORT
FOR
KENNEDY HS**
School Code: 0733699

DISTRICT: W CONTRA COSTA USD - 0761796
TEST TYPE: MULTIPLE CHOICE

GRADE: 11
TEST DATE: 04-00

SUBTESTS AND TOTALS	Number Tested	Mean Raw Score	Mean Scaled Score	National Indiv PR-8	Mean National NCE
Total Reading	129	18.2	662	18-2	23.0
Vocabulary	130	14.5	682	18-3	31.0
Reading Comp.	133	23.4	669	9-2	41.3
Mathematics	127	14.4	673	20-3	32.4
Language	128	20.6	652	19-3	31.3
Lang Mechanics	128	10.3	655	23-4	34.4
Lang Expression	128	10.3	646	19-3	31.5
Spelling	131	9.5	652	9-2	22.0
Study Skills	131	9.4	634	6-2	13.8
Science	124	12.0	654	17-3	29.6
Social Science	125	11.9	640	21-3	32.7
Using Information	11	20.0	626	4-2	13.7
Thinking Skills	10				



CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Reading Vocabulary	30	55	42	3
Synonyms	16	44	49	7
Context	7	54	41	5
Multiple Meanings	7	58	37	5
Reading Comprehension	54	81	18	1
Recreational	18	68	29	3
Textual	18	74	24	2
Functional	18	72	24	2
Initial Understanding	10	62	32	5
Interpretation	24	71	26	2
Critical Analysis	10	76	23	2
Process Strategies	10	74	21	5
Mathematics	48	66	30	4
Problem-Solving Strategies	6	28	52	20
Algebra	6	44	53	3
Statistics	6	37	58	5
Probability	5	31	57	11
Functions	5	42	50	8
Geometry from a Synthetic Perspective	6	51	44	5
Geometry from an Algebraic Perspective	5	60	38	2
Trigonometry	3	39	54	6
Discrete Mathematics	3	35	59	6
Conceptual Underpinnings of Calculus	3	46	35	18
Language	48	59	39	2
Capitalization	8	59	38	4
Punctuation	8	57	32	11
Usage	8	27	63	11
Sentence Structure	12	43	52	5
Content and Organization	12	64	32	4

CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Spelling	30	77	15	8
Homophones	6	46	38	15
Phonetic Principles	10	69	23	8
Structural Principles	10	69	31	0
No Mistake	4	46	54	0
Study Skills	30	92	0	8
Library/Reference Skills	12	77	15	8
Information Skills	18	92	0	8
Science	40	65	32	2
Earth & Space Science	13	63	28	9
Physical Science	14	62	35	3
Life Science	13	68	35	1
Science Process Skills	32	78	19	2
Social Science	40	51	46	3
History	10	38	54	9
Geography	9	46	52	2
Civics & Government	8	32	62	6
Economics	8	33	66	1
Culture	5	59	24	17
Using Information	77	100	0	0
Thinking Skills	205			

STANFORD LEVEL/FORM: TASK 3/T
1995 NORMS: Period 14 National

Process No. 10019902-1750101-9583-01610-1
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Appendix F

September 6, 2000

Memo: All instructional staff at Kennedy High School

It is very important that all teachers and instructional aides have a copy of the district or state content, standards, and benchmarks. If you do not have this information for the subjects you are instructing please put a note in my box and I will get you a copy of the necessary guidelines as soon as possible. We may have a few assignment changes as our classes get balanced. Certainly let me know if you require further data for a new course you might acquire. (I am sure that there won't be too many of these but just in case keep this in mind)

All departments should review the Language Arts Framework since it is written across the schoolwide curriculum. I will make sure all Department Chairs will have a copy. I will consult with Ms. Sipe and I will pass on suggestions for your department to review and consider. We all need to begin thinking about how curriculum can support a whole student learning concept. If you have any questions please contact me in rooms 115 or 209(pd.4)

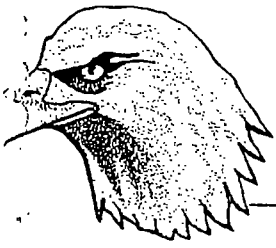
**** More to follow. ****

Thank You



Randy Enos

Appendix G



John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804
Phone: (510) 235-2291, Fax: (510) 235-1915

APPENDIX G

Quen Huntington-Lumb, Principal

Agenda

September 12, 2000

Over view of Successful Practices that Lead to a Successful WASC Visitation

- ◆ **What to learn from having shot yourself in the foot**
- ◆ **Advertising your Successes**
- ◆ **Crowding out your failures**
- ◆ **School wide invitation for documenting our successes**
- ◆ **Deciding upon a 6 year clear and what that means**
- ◆ **Consensus regarding school wide actions**
- ◆ **Selection of Focus Groups**
- ◆ **Review of agreements**
 - ◆ **creation of our own SAT-a reading comprehension practice tests**
 - ◆ **weekly teaching of reading in the content area**
 - ◆ **spring performance assessment units based on content standards in every class.**

Appendix H

WASC 55501

John F. Kennedy High School

APPENDIX H (1)

Volume 1, Issue 1

Quen Hungtington-Lumb, Principal

November 2000

What do successful Kennedy High School students think?

The four A's of course. *Attendance, attitude, aptitude and achievement.* This is our mantra for the year. Students and faculty alike are focusing on these key areas to improve the quality of teaching and learning at KHS.

Two Kennedy High School Teachers Recognized For Excellence!

Contra Costa County Office of Education named Mrs. Crenshaw *Teacher of the Year* and the National Football League selected Mr. Enos as *Teacher of the Month*. Kennedy High School is fortunate to have these two fine teachers. Congratulations to the both of you!

Report Card Information

First quarter report cards will be mailed to parents on November 9, 2000. Included in your mailing you will also find a counseling service bulletin and JFK's November calendar.

Important dates to remember!

- ◆ End of first quarter: Friday, November 3, 2000
- ◆ Minimum day, November 6, 2000
- ◆ Modified day, Thursday, November 9, 2000
- ◆ No school Friday, November 10, 2000 for Veteran's Day
- ◆ End of second quarter: January 26, 2001
- ◆ School Board meetings are held the 1st and 3rd Wednesday of the month at 7:00 p.m. in the school's cafeteria
- ◆ First PTSA meeting Monday, November 13, 2000 at 7:00 p.m. in the cafeteria.
- ◆ School Site Council, School Advisory Council and English Learners Advisory Council will meet on Wednesday, November 15, 2000 at 3:30, 5:30 and 6:00 respectively.

Parent Room

Volunteers interested in organizing the parent room, call Ms. Holford at (510) 234-3825 X2481.

State of the school

All most all teaching positions have been filled. We are still looking for a full-time math, English and science teacher. We also need a part-time English Language Learner teacher.

During the 1999-2000 school year JFK:

- ◆ Had 688 out of 1000 transient students
- ◆ Received a one-year out of a possible six-year Western Association of Schools & Colleges accreditation
- ◆ Received an Academic Performance Indicator of 1 out of a possible 10
- ◆ Received the second lowest possible score in the state on the SAT9 test

We are addressing the above issues by:

- ◆ Doubling English & Math classes for 9th graders
- ◆ Developing a test preparation program
- ◆ Developing performance assessments
- ◆ Aligning curriculum to district & state standards
- ◆ Addressing expected school-wide learning results (ESLR's) & incorporating them into our curriculum
- ◆ Adding Saturday school for tutoring and support for English and math exit exams for 9th graders
- ◆ Changing the Suspension Alternative Class to a Prevention Intervention Center with anger management, conflict resolution, behavior modification and tutoring services
- ◆ Making graduate tutors available during lunchtime and after school
- ◆ Hiring Two additional ELD instructional aides to assist students in the classroom
- ◆ Building our mentoring program, SPEL, which now has 25 highly at risk students enrolled
- ◆ Addressing behavior modification
- ◆ Developing a drop-out prevention program and focusing on attendance with SB65 dropout prevention grant

John F. Kennedy High School

¿En qué piensan los alumnos exitosos de la Escuela Kennedy?

En los cuatro aspectos importantes del aprendizaje. *Asistencia, actitud, aptitud y logros*. Esta es nuestra filosofía para este año. Los alumnos y los docentes están concentrándose en estas áreas claves para mejorar la calidad de enseñanza y aprendizaje en la Escuela Secundaria Kennedy (KHS).

¡Dos maestros de la Escuela Secundaria Kennedy reconocidos por su excelencia en la enseñanza!

La Oficina de Educación del Condado de Contra Costa nombró a la Sra. Crenshaw *Maestro del Año*, y la *Liga Nacional de Football* seleccionó al Sr. Enos como el *Maestro del Mes*. La Escuela Secundaria Kennedy es afortunada de contar con estos dos excelentes maestros. Les hacemos llegar nuestras felicitaciones a ambos!

Información sobre las libretas de calificaciones

En el primer trimestre las libretas de calificaciones serán enviadas a los padres el 9 de noviembre de 2000. Adjunta a esta, usted encontrará un folleto referente a los servicios de consejería y un calendario de las actividades de la Escuela JFK para el mes de noviembre.

¡Fecha importantes!

- ♦ Término del 1er trimestre: 3 de noviembre de 2000
- ♦ Día mínimo, 6 de noviembre de 2000
- ♦ Día modificado, jueves, 9 de noviembre de 2000
- ♦ No hay clases el viernes, 10 de noviembre de 2000, Día de los veteranos de guerra.
- ♦ Término del 2do trimestre: 26 de enero de 2001
- ♦ Las reuniones de la Mesa Directiva se llevan a cabo el 1er y 3er miércoles del mes a las 7:00 pm. en la cafetería de la escuela.
- ♦ La primera reunión de PTSA será el lunes, 13 de noviembre de 2000 a las 7:00 pm., en la cafetería.
- ♦ Concilio Escolar Local, Comité Consejero Escolar y el Comité Consejero de los Aprendices de Inglés se reunirán el miércoles, 15 de noviembre de 2000 a las 3:30, 5:30 y 6:00 respectivamente.

Salón de padres

Los voluntarios para organizar el salón de padres hagan el favor de llamar al Sr. Holford al (510) 234-3825 X2481.

Estado de la escuela

Casi todas las vacantes para maestros han sido llenadas. Aún estamos buscando maestros de Jornada completa en las asignaturas de matemáticas, inglés y ciencias. También necesitamos un maestro de media jornada para los aprendices del idioma inglés.

Durante el año escolar 1999-2000, la Escuela JFK:

- ♦ De 1000 alumnos que tuvo, 688 fueron transitorios
- ♦ Recibió un año de acreditación de un máximo de seis años de la Western Association of Schools & Colleges.
- ♦ En una escala indicadora del rendimiento académico de 1 a 10 recibió el puntaje de 1.
- ♦ Recibió el segundo puntaje mas bajo entre las escuelas del estado en el examen SAT9.

Estamos tomando las siguientes medidas para mejorar los hechos mencionados:

- ♦ Duplicar las clases de Inglés y matemáticas para los alumnos del 9no grado
- ♦ Crear programas de preparación para los exámenes.
- ♦ Desarrollar evaluaciones del rendimiento del alumno
- ♦ Adaptar los planes de estudios de acuerdo a los requisitos del distrito y del estado
- ♦ Lidar con lo que se espera sean los resultados del aprendizaje de los alumnos en toda la escuela (ESLR), e incorporarlos en nuestro plan de estudios
- ♦ Agregar clases los días sábados para que los alumnos del 9no grado reciban tutoría y apoyo para preparar los exámenes de graduación en inglés y matemáticas.
- ♦ Cambiar las clases alternativas de los alumnos suspendidos con la creación de un Centro de Intervención y Prevención, donde se trabaje el control de la ira, la resolución de conflictos, modificación del comportamiento y servicios de tutoría.
- ♦ Tener tutores graduados disponibles durante el período del almuerzo y después de clases.
- ♦ Contratar dos ayudantes de maestros mas para las clases de ELD, con el objeto de ayudar a los alumnos
- ♦ Crear nuestro programa de mentores, SPEL, el cual tiene ahora 25 alumnos matriculados en alto riesgo.
- ♦ Lidar con la modificación del comportamiento
- ♦ Desarrollar un programa para prevenir que los alumnos abandonen la escuela, concentrándose en la asistencia. Esto mediante la subvención de prevención S865.

John F. Kennedy High School

APPENDIX H (3)

Appointments with teachers:

If you are concerned about your students' grades and/or courses concerning graduation, please call Ms. Maggie Gallego to arrange a conference with your child's teacher(s). The phone number is (510) 235-2291.

Save these dates!

All advisory councils meet on Wednesdays.

- ◆ School Site Council, 3:30 p.m.
 - ◆ School Advisory Committee, 5:30 p.m.
 - ◆ English Learners Advisory Committee, 6:00 p.m.
- | | |
|----------------------|-------------------|
| 1. December 13, 2000 | 4. March 14, 2001 |
| 2. January 17, 2001 | 5. April 18, 2001 |
| 3. February 14, 20 | 6. May 16, 2001 |

Computer Corner

There are a variety of ways students and teachers are using technology resources at JFK.

- ◆ Teachers are connecting technology and curriculum by taking their classes into the computer lab. Eight teachers and approximately 450 students have already made use of this valuable resource.
- ◆ The library currently has five Internet accessible computers available to students and faculty. By December an additional five Internet accessible multimedia computers will be available.
- ◆ Students may use the computer lab every Tuesday afternoon from 3:30 – 4:30 p.m. Teacher assistance is available during this time.
- ◆ We are also seeking to hire a computer lab assistant in order to assist faculty and students in the lab and to have the lab available after school and on Saturdays.



Homecoming Happenings

Go Eagles! JFK won the Homecoming game against John Swett, October 20, 2000. Our students represented our school and their parents well by conducting themselves appropriately.

Safety Issue

JFK is a closed campus. Playground gates will be locked during school hours. The gates to the back 900 building area are being locked during school hours for students' safety. Automobiles were doing "doughnuts" in this area, which is a threat to our student and staff safety.

Accreditation Progress

KHS is being reviewed for academic accreditation during this school year. Our school was reviewed last year and the Western Association of Schools and Colleges granted the school a one-year accreditation. This process is very important to our students and future planning for school improvement. Any parents interested in assisting our efforts this year should contact Mr. Enos at (510) 235-2291 as soon as possible.

Debate Team Wins Big

On Saturday, October 7, 2000 the KHS debate team competed in its first tournament of the year. Our students finished 3rd place among 54 teams. Our school accomplishment was highlighted by some individual success stories. Josh Wilson and Raymond Smith finished in 7th place and Ken Robinson and Deana Cain (competing in their 1st tournament) finished in 8th place. Danielle Carter and Sartura Roberts finished in 16th place and Erika Bold and Shaneika West finished in 17th place. Our next tournament is November 18th at the University of California, Berkeley.



John F. Kennedy High School

Reuniones con los maestros:

Si usted tiene inquietudes sobre las calificaciones del alumno y/o los cursos que debería tomar para graduarse, por favor, llame a la Srta. Maggie Gallego para fijar una reunión con el maestro de su niño/a. El número es el: (510) 235-2291.

¡Recuerde estas fechas!

Todos los concilios consejeros se reúnen los días miércoles

- ◆ Concilio Escolar Local (SSC), 3:30 pm.
 - ◆ Comité Consejero Escolar (SAC), 5:30 pm.
 - ◆ Comité Consejero de los Aprendices de Inglés (ELAC), 6:00 pm
- | | |
|--------------------------|----------------------|
| 1. 13 - diciembre - 2000 | 4. 14 - marzo - 2001 |
| 2. 17 - enero - 2001 | 5. 18 - abril - 2001 |
| 3. 14 - febrero - 2001 | 6. 16 - mayo - 2001 |

El rincón de la computadora

Hay varias maneras en que los alumnos y maestros usan la tecnología en la Escuela JFK.

- ◆ Los maestros están integrando la tecnología en el curriculum escolar, ellos están realizando sus clases en el laboratorio de las computadoras. Ocho maestros y aproximadamente 450 alumnos han usado ya este valioso recurso.
- ◆ Actualmente la biblioteca tiene cinco computadoras con acceso a la red de comunicación, Internet, disponibles para los alumnos y maestros. Para el mes de diciembre estarán disponibles cinco computadoras mas con acceso a la red de comunicación, Internet.
- ◆ Los alumnos pueden usar el laboratorio de la computadora cada martes en la tarde de 3:30 a 4:30 pm. Durante este tiempo hay un maestro para ofrecer ayuda.
- ◆ También queremos contratar a una asistente para el laboratorio de las computadoras para ayudar a los alumnos y a los docentes y con el objeto de disponer del laboratorio después de clases y los días sábados.



Eventos ocurridos

¡Vamos águilas! La Escuela JFK ganó los juegos de football contra de la Escuela John Swert, el 20 de octubre de 2000. Nuestros alumnos representaron la escuela y a sus padres muy bien comportándose debidamente.

Un asunto de seguridad

La Escuela JFK es un recinto que se mantiene cerrado. Los portones de los patios de juego se mantendrán cerrados durante el horario escolar. Los portones del área localizada detrás del edificio 900 están siendo cerrados durante las horas de clases para seguridad de los alumnos. Los automóviles estaban haciendo chimir los neumáticos a una velocidad excesiva en esta área, lo cual es un peligro amenazante para nuestros alumnos y personal escolar.

Progresos en la acreditación

Se están realizando revisiones en la Escuela KHS para obtener acreditación durante este año escolar. El año pasado se hizo un estudio en nuestra escuela y el Western Association of Schools and Colleges otorgó a la escuela un año de acreditación. Este proceso es muy importante para nuestros alumnos y para los planes futuros de mejoramiento de nuestra escuela. Este año, cualquier padre interesado en apoyar nuestros esfuerzos, debería contactarse con el Sr Enos llamando al (510) 235-2291 lo antes posible.

Las victorias del equipo de debate

El domingo, 7 de octubre de 2000 el equipo de debate de la Escuela KHS compitió en el primer torneo del año. Nuestros alumnos obtuvieron el tercer lugar entre 54 equipos. Los logros de nuestra escuela fue obtenido gracias al éxito individual de algunos de nuestros alumnos. Josh Wilson and Raymond Smith terminaron en 7^{mo} lugar y Ken Robinson y Deana Cain (completiendo en su primer torneo) finalizaron en 11^{vo} lugar. Danielle Carter y Sartura Roberts terminaron en 16^{mo} lugar y Erika Bold y Shaneika West finalizaron en 17^{mo} lugar. Nuestro próximo torneo será el 18 de noviembre en la Universidad de California en Berkeley.

John F. Kennedy High School

Successful J F K Students think *Attendance, Attitude, Aptitude and Achievement*



APPENDIX I (1)

Volume 1, Number 2

John F. Kennedy High School

4300 Cutting Blvd.

GOOD NEWS!!!

Sweepstakes Award Goes to Debaters

IN early November, a debate tournament was held at UC Berkeley, the Kennedy High School Debate team took the top prize. Danielle Carter and Satura Roberts were undefeated in the tournament. Ken Pancho Robinson, Randy Joseph, Jael Myrick, John Reed, Keyona Percelle, Roberts and Carter won individual speaker awards. The Urban Debate League, which is a group that helps under privileged high school debate skills, has surged Kennedy's interest in debate in the past year. The topic of this year is whether the Federal Government should increase privacy protections. "They have spunk." Says Larry Moss, co-founder of the first Urban Debate League in Atlanta. The 18 members of the team surprise themselves with their success. Kennedy usually brings the most pairs, and takes home the most medals.

PSAT

On October 17th, 175 students took the PSAT here at Kennedy High School. This was the first time since 1998 that the PSAT was offered on campus. A big thank you is due to Mr. George Harris Senior for providing the money to pay for the students to take the test and to Mrs. Chance-Perry for coordinating the test administration. Congratulations to the following students who received high scores on the test:

Priscilla Perez (1150)
Sartura Askari Roberts
(1170)
Myra Ko (1110)
And
Kou Suey Saechao (1090).

Number Of Honor Roll Students

9th grade - 18 students
10th grade - 14 students
11th grade - 23 students
12th grade - 19 students

Congratulations from the administration, staff, and students.

Congratulations to
the following
straight A
students.

9th grade

Joshua Dozler
Maurice Williams

10th grade

Crystal Clark
Ken Saechao

11th grade

Myra Ko
Priscilla Perez
Suzie Saephan
Hung Khuu
Jessica Peregrina

12th grade

Miguel Mendoza
Ignacio Navarro



Remember The four A's.
Did you know that JFK has
the highest improvement
rate in the district for
attendance @ 2.77 %.
Students keep up the good
work.

Escuela Secundaria John F. Kennedy

Los alumnos exitosos de la escuela J.F.K piensan en: Asistencia, Aptitud, Actitud y Logros



Volumen I, número 2

Escuela Secundaria John F. Kennedy

4300 Cutting Blv.

APPENDIX I (2)

!!!BUENAS NOTICIAS !!!

Los oradores ganan el premio del concurso

A principios de noviembre, un concurso de debates se llevó a cabo en la Universidad de Berkeley, el equipo de debate de la Escuela Kennedy ganó el primer premio. Danielle Carter y Satura Roberts fueron invictos en este concurso. Ken Pancho Robinson, Randy Joseph, Jael Mmyrick, John Reed, Keyona Percelle, Roberts y Carter obtuvieron premios individuales como oradores *La Liga urbana de debates*, la cual es un grupo que ayuda a escuelas secundarias que tienen alumnos desventajados con grandes destrezas de debate, ha impulsado el interés de los estudiantes de la Escuela Kennedy en el debate en el último año. El tema para este año es si el Gobierno Federal debería incrementar la protección de la privacidad. "Ellos tienen chispa", dice Larry Moss, cofundador de la primera liga de debates en Atlanta. Los 18 miembros del equipo estaban sorprendidos de sí mismos por el éxito logrado. La Escuela Kennedy usualmente compite con la mayor cantidad de parejas y se lleva la mayoría de las medallas

PSAT

El 27 de octubre, 175 alumnos rindieron el examen PSAT aquí en la Escuela Secundaria Kennedy. Esta fue la primera vez desde 1998 que se ofreció el examen PSAT en esta escuela. Le agradecemos al Sr. George Harris Senior por proveer el dinero para pagar por los alumnos que rindieron el examen, le agradecemos también a la Sra. Chance Perry por coordinar la administración del examen. Felicitaciones a los siguientes alumnos por haber obtenido altos puntajes en este examen:

Priscilla Perez (1150)
Satura Askari Roberts (1170)
Myra Ko (1110)
Y
Kou Suey Saechao (1090)

Número de alumnos en la lista de Honor

9^{no} grado - 18 alumnos
10^{mo} grado - 14 alumnos
11^{mo} grado - 23 alumnos
12^{mo} grado - 19 alumnos

Felicitaciones a la administración, al personal y a los alumnos.

Felicitaciones a los siguientes alumnos que han obtenido calificaciones de "A" en todas las asignaturas

9^{no} grado
Joshua Dozler
Maurice Williams

10^{mo} grado
Crystal Clark
Ken Saechao

11^{mo} grado
Myra Ko
Priscilla Perez
Suzie Saephan
Hung Khuu
Jessica Peregrina

12^{mo} grado
Miguel Mendoza
Ignacio Navarro



Recuerda los cuatro aspectos importantes en la educación. Sabías que JFK es la escuela que más ha mejorado la asistencia en el distrito, esto es en un 2.77%. Pedimos a los alumnos que sigan haciendo tan buen trabajo.

Information

Tutoring: There will be tutoring on Tuesday in room 210 & Thursday in room 200 during lunch. See Ms. Wang in room 804 on Mondays through Thursday from 3:15 p.m. until. **Ms. Obradovic, Ms. Haritatos, Mr. Greene and Mr. Pacheco.**

Weekly Bulletin: We now have a Weekly Bulletin. Please submit any items for which you need to inform students and staff to Ms. Dixon in the main office. Submit items by Wednesday noon of the preceding week. **Ms. Dixon/Ms. Jamerson**

Congratulations: Golden State Exams Achievers are: Daisy Juarez - Biology Recognition, Kou Suey Saechao - Biology Recognition and Danyella Ivy - US History Recognition. **Mrs. Gallego**

Credential Program: John F. Kennedy University offers approves internship programs leading to a single subject and/or multiple subject credentials. They also offer the Master of Arts in Teaching and a CLAD program. For information contact Liza Osoteo @ (925) 258-2232 or Mary Ellen Mc Manus @ (925) 258-2375 **Ms. Jamerson**

PTSA Officers

David Manson - President
David Ilte-Ogbuehi - Executive Vice President
Gahliyah Roberts - Treasurer
Jean McKindley - Secretary

Yearbook

At the beginning of the school year the yearbook class was without a teacher and a permanent classroom. The yearbook class took leadership and started the yearbook off by themselves. The yearbook class is having fundraisers to raise money for the yearbook. They are also trying to find sponsors. The yearbook class would appreciate if 100% of student, faculty and staff would participate. You can participate by purchasing friendship pages and by donating generous tax-deductible gifts to the yearbook becoming a sponsor. Additionally, any student who receives a yearbook courtesy of a community donation will volunteer 5 or more community service hours of service to one of the following: Kennedy Academic Tutoring Service, Richmond Red Cross, Richmond Rescue Mission, Richmond Public Library, Campus Clean-Up, Kennedy athletic Boosters, or Kennedy Library Volunteer Organization.

Best Practices

Congratulations to Mrs. Huntington-Lumb, who has been selected as a best practices presenter for the 2nd annual WCCUSD Leadership Advance. She will present during session 1 from 2:30 to 3:20. This

event will be held on January 29, 2001 from 1:45 to 7:00. Mrs. Huntington-Lumb will collaborate with David Azcarraga and Vince Kilmartin. They will share best practices and facilities.

Sports

Congratulations to Deidra Chatman who got a triple double and made Female Athlete of the Week after a win over Salesian High School. Deidra scored 14 points, had 11 rebounds, and 11 blocked shots. Deidra is also an honor student. Congratulations from the Administration, staff, and students.

JFK Revised Committee Meetings for 2000-2001

School Site Council:
Time: 3:30 JFK Library

Tuesday, January 16, 2001
Tuesday, February 13, 2001
Tuesday, March 14, 2001
Tuesday April 17, 2001
Tuesday, May 15, 2001

School Advisory Committee:
Time: 5:00pm JFK Library

Tuesday, January 16, 2001
Tuesday, February 13, 2001
Tuesday, March 14, 2001
Tuesday, April 17, 2001
Tuesday, May 15, 2001

English Learners Advisory Committee:
Time: 6:00pm Parent Room

Tuesday, January 16, 2001
Tuesday, February 13, 2001
Tuesday, March 14, 2001
Tuesday, April 17, 2001
Tuesday, May 15, 2001

Información

Tutoría: Habrá tutoría los días martes en el aula 210 y los jueves en el aula 200 durante el período de almuerzo (lunch). La Sra. Wang estará en el aula 804 de lunes a jueves desde las 3:15 pm. adelante.

Sra. Obradovic, Sra. Haritatos, Sr. Greene y Sr. Pacheco.

Boletín semanal: Ahora tenemos un Boletín semanal. Por favor, envíe cualquier información dirigida a los alumnos y personal que usted quiere publicar a Sra. Dixon en la oficina principal. La información debe ser recibida los días miércoles al medio día para ser publicada la semana siguiente.
Sra. Dixon / Sra. Jamerson

Felicitaciones a los triunfadores en los exámenes Golden Gate, ellos son: Daisy Juarez - Reconocimiento en biología, Kou Suey Saechao - Reconocimiento en biología y Danyella Ivy - Reconocimiento en historia de los EEUU.

Programa de credenciales: La Universidad John F. Kennedy ofrece programas que conllevan a obtener credenciales de maestro de una asignatura o de asignaturas múltiples. Esta también ofrece la maestría en *Artes de la Enseñanza* y un programa para preparar el examen CLAD. Para mayor información contactarse con Lisa Osoteo llamando al (925) 258-2232 o con Mary Ellen Mc Manus tel. (925) 258-2375. Sra. Jamerson.

Funcionarios de la Asociación de alumnos maestros y padres PTSA

David Manson – Presidente
David Jite-Ogbuehi – Vice presidente ejecutivo
Gahliyah Roberts – Tesorero
Jean McKindley – Secretaria

Libro del año

A principios del año escolar la clase encargada del libro del año no tenía un maestro ni aula permanente, aún así, se creó un liderazgo y los alumnos comenzaron la creación del Libro del año por sí mismos. La clase encargada del Libro del año está buscando financiamiento para el mismo propósito. También están tratando de encontrar patrocinadores. La clase encargada del Libro del año apreciaría si el 100% de los alumnos, el personal escolar, pudiesen participar por medio de la compra de páginas de la amistad y con generosas donaciones deducibles de los impuestos, convirtiéndose así en patrocinadores del Libro del año. Además cualquier alumno que reciba un Libro del año como cortesía de una donación comunitaria, dará 5 o más horas de su tiempo a uno de los siguientes servicios comunitarios: Servicios de tutoría académica Kennedy, Cruz Roja de Richmond, Misión de Rescate de Richmond, Biblioteca Pública de Richmond, limpieza de la escuela, Grupo de estímulo para los atletas, u Organización voluntaria de la Biblioteca de Kennedy.

Las mejores prácticas

Felicitaciones a la Sra. Huntington-Lumb, quien fue seleccionada como la presentadora de la mejor práctica en el 2^{do} Avance de Liderazgo Anual del WCCUSD. Ella hará su presentación durante la primera sesión de las 2:30 a las 3:20. Este evento se llevará a cabo el día 29 de enero de 2001 desde las 1:45 a las 7:00.

La Sra. Huntington-Lumb colaborará con David Azcarraga y Vince Kilmartin. Ellos compartirán las mejores prácticas y facilidades.

APPENDIX I (4)

Deportes

Felicitaciones a Deidra Chatman quien anotó puntajes dobles tres veces y fue nombrada Atleta de la semana después de ganarle a la Escuela Secundaria Salesian. Deidra anotó 14 puntos y realizó 11 tiros que fueron bloqueados. Ella es también una alumna del cuadro de honor. Felicitaciones al personal escolar y a los alumnos.

Reuniones del comité de JFK para el año 2000-2001

Concilio Local Escolar:
Hora: 3:30 en la biblioteca de JFK

Martes, 16 de enero de 2001
Martes, 13 de febrero de 2001
Martes, 14 de marzo de 2001
Martes, 17 de abril de 2001
Martes, 15 de mayo de 2001

Comité Consejero Escolar
Hora: 5:00 pm. En al biblioteca de la Escuela JFK

Martes, 16 de enero de 2001
Martes, 13 de febrero de 2001
Martes, 14 de marzo de 2001
Martes, 17 de abril de 2001
Martes, 15 de mayo de 2001

Comité consejero de los aprendices de inglés
Hora: 6:00 pm. en la sala de los padres.

Martes, 16 de enero de 2001
Martes, 13 de febrero de 2001
Martes, 14 de marzo de 2001
Martes, 17 de abril de 2001
Martes, 15 de mayo de 2001

Appendix J



John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804

Phone (510) 235-2291
Fax (510) 235-1915

Ms. Hunington-Lumb

Successful J.F.K. Students think Attendance, Attitude, Aptitude and Achievement

Modified Day Calendar

The following activities are planned for staff on the following dates. Please remember that Modified Days end for students at 2:00 p.m.. Staff activities will begin at 2:10 p.m. at the designated venue. Most events will last until 3:30 p.m. If changes in time or place are required everyone will be informed in as timely a manner as is possible.

Thursday; November 9,2000: " SAT 9 Reading Test Writing":
Mr. Michael O Neill : J.F.K. Library
Tuesday; November 21,2000: "Understanding Statistical Data"
Ms. Randy Hagan : J.F.K. Library
Thursday December 7,2000 " WASC Focus Group Work"
Mr. Enos et.al. J.F.K. Library
Tuesday December 12,2000 " Content Standards"
Mr. O'Neill J.F.K. Library
Thursday December 14,2000 " Technology Training
Ms. Cartwright Location T.B.A.
Tuesday December 19,2000 " All Departments; Reflection and Planning"
Ms Hunington – Lumb Location: Department Choice

**** WASC Focus Group Report Rough Drafts Due To Mr. Enos by 12/22 ****

Thursday January 18,2001 " WASC Action Planning"
Mr. Enos & Mr. O'Neill Library
Tuesday January 23,2001 " Performance-Based Units Training"
Mr. O'Neill and Department Chairs Library
Wednesday February 7,2001 " WASC Focus Group "Rewrites" and Action Planning
Mr. O'Neill and Mr. Enos
Wednesday March 7,2001 " Focus Groups Report Findings to Stakeholders
Mr. O'Neill and Mr. Enos
Wednesday March 14,2001 " Technology Training"
Ms. Cartwright Location T.B.A.
Tuesday March 27,2001 " Coaching all Stakeholders for the WASC visit
Mr. O'Neill and Mr. Enos
-----April, 2001 " To Be Announced
Tuesday May 1,2001 " To Be Announced

" Nothing lasts forever except for the rocks and the trees," this calendar may be adjusted as needs dictate. If you have questions please see me – Randy Enos

Appendix K - Q

WASC 55513



John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804

Phone (510) 235-2291
Fax (510) 235-1915

Ms. Hunington-Lumb

Successful J.F.K. Students think Attendance, Attitude, Aptitude and Achievement

W.A.S.C. Focus Group Leadership Teams Meeting
Saturday November 4, 2000
(9:00 a.m. – 12:00 p.m.)
Kennedy High School Library

Agenda

- I. Introductions and Explanation of Purposes and Tasks
- II. Reviewing the Focus Group Reports from the 2000 W.A.S.C. Self-Study (Discussions and conclusions)
- III. Focus Group Leadership Teams discuss and record their responses to the WASC Guide Questions for there focus area
- Break
- IV. Writing the first paragraphs of this year's Focus Group Report (Mr. Michael O'Neill will be coaching each group)
- V. Planning Strategies for full Focus Team Meetings and establishing needs from Home Groups and other school Sources
- VI. Conclusions and next Tasks

Thank you very much for your efforts on behalf of
the students of Kennedy High School



John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804

APPENDIX L

Phone 510 235-2291
Principal Fax 510-235-1915

MS. Quen Huntington-Lumb,

Successful J.F.K. Students think Attendance, Attitude, Aptitude, and Achievement
Los estudiantes que quieren superar su educacion tienen que pensar en:
Asistencia, Actitud, Aptitud y Excelencia

Modified Day

November 21, 2000
SAUD / 2:00 p.m.

Agenda

- I. Introductions and announcements
- II. Using disaggregated data to build School Improvement
A.) Ms. Hagen (W.C.C.U.S.D.): Presentation
- III. Good of the Order

**** 3:15 p.m. All Staff and various others are invited to celebrate Ms. Crenshaw's and Mr. Enos' Awards by attending a reception in the J.F.K. Library. Food provided!
(Thank you! Ms. Chance-Perry and the entire J.F.K. Administrative Team and staff)



John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804

APPENDIX M

Phone 510 235-2291
Principal Fax 510-235-1915

Ms. Quen Huntington-Lumb,

Successful students think of the four A s:
ATTENDANCE, ATTITUDE, APTITUDE, and ACHIEVEMENT

Los Estudiantes que quieren superar su educacion tinen que pensar en:
ASISTENCIA,ACTITUD,APTITUD, Y EXCELENCIA

Meeting
WASC Leadership Teams
Saturday December 2, 2000
J.F.K. Library
10:00 a.m. - 1:00 p.m.

Agenda

- I. Introductions and sign-in
- II. Focus Group Guide Questions
- III. Planning for December 7, 2000 work session
- IV. E.S.L.R.'s and revisions?
- V. Next Steps

*** If you have questions or problems please see me in
room 115 *** Randy !



Phone (510) 235-2291
ax (510) 235-1915

John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804

APPENDIX N

Ms. Quen Huntington-Lumb, Principal

Successful J.F.K. Students think Attendance, Attitude, Aptitude and Achievement
Los estudiantes que quieren superar su educacion tienen que pensar en:
Asistencia, Actitud, Aptitud, y Excelencia

New Teachers Meeting
Wednesday December 13, 2000
Room 204 / 3:25 p.m.

Agenda

I. Meet in room 204 with Ms. Cartwright to receive briefing on C-TAP training opportunities

II. Issues of the moment ?

****** Please remember to sign in. Thank You Randy**



Phone (510) 235-2291
Fax (510) 235-1915

John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804

APPENDIX O

Ms. Quen Huntington-Lumb, Principal

Successful J.F.K. Students think Attendance, Attitude, Aptitude and Achievement
Los estudiantes que quieren superar su educacion tienen que pensar en:
Asistencia, Actitud, Aptitud, y Excelencia

Modified Day Meeting

W.A.S.C. Issues And Performance Based Lessons Training J.F.K. Library / 2:00 – 3:30 p.m.

I. W.A.S.C. Next Steps: Ms. Huntington – Lumb **A.) Discussion and input from all stakeholders**

B.) Procedures for determining next steps

1.) Questions to be answered

2.) Mr. Enos will facilitate process

As per agreed upon process

**** All staff and stakeholders are encouraged to complete
Issues Handout and return to Ms. Huntington – Lumb
Or Mr. Enos**

II. Performance Based Lesson Planning; Mr. O'Neill



Phone (510) 235-2291
Fax (510) 235-1915

John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804

APPENDIX P

Ms. Quen Huntington-Lumb, Principal

Successful J.F.K. Students think Attendance, Attitude, Aptitude and Achievement
Los estudiantes que quieren superar su educacion tienen que pensar en:
Asistencia, Actitud, Aptitud, y Excelencia

Modified Day
Staff Training
Wednesday March 7, 2001
J.F.K. Library / 2:00 p.m.

Agenda

- I. Performance Instructional Unit
 - A.) Review of process
 - B.) Goals

- II. Department Work
 - A.) Determine units for instruction in like subjects
 - B.) Establish dates for instruction of unit
 - C.) Complete form

- III. Schedule dates and times for SAT9 reading test practice

- IV. Governance Team; Select 3 faculty representatives

*** Department action plans assessment: March 12 2001
(Department chairs will receive forms prior to meeting)

Kennedy High School
March / April 2001

Performance Based Unit

Department: _____

Subject Area: _____

Unit Title: _____

Student Performance Assessment: _____

Dates for instruction: _____

Notes

Please return to Mr. Enos when completed.

Thank you, Randy