

Los Angeles Unified School District
School Plan for Student Achievement

2022-2023

Implementation

KENNEDY SH (1872501)



Superintendent
Alberto M. Carvalho

Board Members
Kelly Gonez
Dr. George McKenna III
Mónica Garcia
Scott M. Schmerelson
Nick Melvoin
Jackie Goldberg
Tanya Ortiz Franklin

TABLE OF CONTENTS

Section

District and School Information	1
School Identification	1
SPSA Review Tracker	2
Recommendations and Assurances	3
Funding Allocated to this School	4
District Mission Statement	5
School Mission, Vision, and Profile Description	7
School Review Process Recommendation	9
Comprehensive Needs Assessment	10
School Accountability Report Card	10
School Experience Survey	10
School Quality Improvement Index Report Card	10
School Report Card	10
Smarter Balanced Assessment	10
Comprehensive Needs Assessment / Self-Review Process	10
GOALS	11
Academic Goal—100% Graduation and Beyond	11
Academic Goal—English Language Arts	12
Academic Goal—Mathematics	13
Academic Goal—English Learner Programs	14
Parent, Community, and Student Engagement	15
100% Attendance, Suspensions, School Safety, and Other Supports	16
Resource Inequities and Evidence-Based Interventions	17
Title I Required Components for Implementation	18
Schoolwide Program (SWP) / ESSA1114	18
Local District Monitoring	19
Budget Summary	20
Attachments	21

SCHOOL IDENTIFICATION

School Name: KENNEDY SH (1872501)

Local District: NW

CDS Code	County		District					School						
		1	9	6	4	7	3	3	1	9	3	9	9	4

For additional information on our school programs contact the following:

Principal: CHAVEZ, RICHARD J

E-mail address: richard.chavez@lausd.net

SPSA Designee: _____ Position: _____

E-mail address: _____

School Address: 11254 GOTHIC AVE, GRANADA HILLS, CA 91344

School Telephone Number: 8182712900

Approved by Federal and State Education Programs with authority as delegated by the Board

I have reviewed the School Plan Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

DONNA GILLILAND



06/16/2022

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

Directions to SPSA Reviewers: Review the applicable sections of the School Plan for Student Achievement (SPSA) and mark the appropriate button. Type your name and date when completed.

Local District Superintendent or designee	DONNA GILLILAND <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>06/16/2022</u> <i>Signed Date</i>
Local District EL Compliance Coordinator	NADA SHAATH <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>06/01/2022</u> <i>Signed Date</i>
Local District PACE Administrator	GONSALO GARAY <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>05/06/2022</u> <i>Signed Date</i>
Local District Title I Coordinator	CECILIA RIQUELME <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>06/06/2022</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *School Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/22/2022	Khatun Nessimyan

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

This school plan was adopted by the School Site Council on the following date:

03/29/2022

School plan approval appears in SSC Minutes.

Date

Attested:

Fletcher Koontz



03/29/2022

Typed name of SSC chairperson

E-Signature of
SSC chairperson

Date

CHAVEZ, RICHARD J



03/29/2022

Typed name of school principal

E-Signature of
School principal

Date

2022-2023 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System (“CARS”). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under “Other”) may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

Federal Programs

Elementary and Secondary Education Act:

	Allocation:	Original	Second	Third
<input type="checkbox"/> Title I: Targeted Asst Schs (70S46) Purpose: 70S46	Amount: \$			
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	1,428,845	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	18,780	0	
<input checked="" type="checkbox"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$	0	0	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	0	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	0	0	
Total amount of categorical funds allocated to this school:	Amount: \$			1,447,625

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

NOTE: Allocations for Other Program do not transfer to Budget Summary Report

Allocation

District Mission Statement

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

<https://achieve.lausd.net/Page/473>

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

Directions: State your school's vision. (Describe what your school intends to become in the future.)

Creating a culture of critical thought, collaboration, inclusion, and perseverance to empower and educate today's youth.

School Mission

Directions: State your school's mission. (What is your school's purpose, i.e., why does the school exist and what is it here to do?)

John F. Kennedy Senior High School's mission is to inspire students to engage in rigorous inquiries by examining diverse points of view, applying technology, and collaborating to solve current and future problems.

School Profile Description

Directions: Provide a brief description of your school community (the boxes below expand as needed).

1. Describe your school's geographical, demographic, educational and economic community base:

The following websites contain useful data: <http://www.census.gov/> , <http://www.zip-codes.com/> , <http://www.city-data.com/>

John F. Kennedy Senior High School, one of sixty comprehensive high schools in the Los Angeles Unified School District (LAUSD), is located 23 miles northwest of downtown Los Angeles in the middle-class San Fernando Valley neighborhood of Granada Hills.

Groundbreaking on the 27.5-acre site for John F. Kennedy High School took place on March 25, 1969, three years after the Los Angeles Unified School District acquired the land. The school opened its doors in 1971 as LAUSD complied with court-ordered integration. Along with students from neighboring areas, many students traveled to Kennedy HS on buses from across the city. In 2012, new schools were built in the San Fernando Valley and therefore reduced Kennedy HS enrollment. However, in 2015, the school implemented a new magnet program and attracted many students from the city. Enrollment increased slightly from 2,213 in 2015-16 school to 2,269 in 2016-18. Currently, most students are residents of Granada Hills. Over 200 magnet students are bused in from various parts of Los Angeles to participate in the Architecture, Digital Design Arts & Film Making magnet program, the Gifted-Highly Gifted-High Ability Medical Magnet, and the Global Leadership & Environmental Action Magnet. There are 345 students in the Special Education program; 188 are in the Resource Specialists Program and 157 are in Special Day Program.

The student body of Kennedy HS is culturally diverse. Spanish, Arabic, Tagalog, Hindi, Armenian, Urdu, Russian, Korean, Thai, and Punjabi are all languages that can be heard on campus on any regular day. In addition to being culturally diverse, the student body is also economically diverse. John F. Kennedy Senior High Schools Title I status is school-wide. The Los Angeles Unified School District ranking information noted that as of February 15, 2022, 70.24% of students qualified for free and/or reduced-price meals, an increase of 1.24% from 2020-21's school year (69%). The socio-economic status of the remaining student-body varies widely, ranging from lower-middle-class to upper-middle-class backgrounds.

- grade levels/school configuration

John F. Kennedy Senior High School is a comprehensive high school that provides education to 9th, 10th, 11th, and 12th graders. There are three magnets--the Architecture, Digital Design Arts & Film Making Magnet (ADDF), the Gifted-Highly Gifted-High Ability Medical Magnet, and the Global Leadership & Environmental Action Magnet (GLEAM). The school also hosts one SLC, the Teaching Academy.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

John F. Kennedy Senior High School is a comprehensive high school that provides education to 9th, 10th, 11th, and 12th graders. There are three magnets and one small learning community. According to LAUSD enrollment by location data, 313 students, or 13.8% of the student population are in the special education program.

3. Indicate student enrollment figures:

Due to several new high schools opening in the 2011-2012 school year, the school's enrollment dropped significantly. In 2016, after the opening of the Gifted-Highly Gifted-High Ability Medical Magnet, the school's enrollment began to rise. In 2020, the school added a third magnet, the Global Leadership & Environmental Action Magnet. The following data represent the enrollment trend at John F. Kennedy High School. As of February 2022, the school's enrollment is 2,253.

	Grade 9	Grade 10	Grade 11	Grade 12	Total
2021-2022	578	575	514	586	2,253
2020-2201	615	558	636	528	2,337
2019-2020	566	667	519	537	2,289
2018-2019	727	591	508	476	2,302
2017-2018	624	606	508	480	2,214
2016-2017	623	538	462	499	2,122
2015-2016	575	548	494	459	2,076

According to the LAUSD FOCUS data, as of February 16, 2022, of the 2,253 students enrolled, 838 (37%) students are in the Gifted Program, 396 (17%) students are in ADDF Magnet, 83 (3.5%) students are in GLEAM. 3.4% are EL students, 13.8% are Special Education students, and 70% of the student body qualified for the Title One Program.

Students at Kennedy High School speak many different languages. Predominant among these are English, Spanish, Tagalog, Armenian, Vietnamese, and Arabic. One EL Designee and one bilingual teacher assistant provide services to English Language Learners (ELL). According to the spring 2022 data in the LAUSD Focus Dashboard, 81 English Learners are enrolled at John F. Kennedy High School, 29 (36%) of EL students represent our newcomer population, 6 (6%) students are Potential Long Term English Learners(P-LTEL), 35 (42%) students are Long Term English Learners (LTEL), and 21 English Learners receive Special Education services. LTEL students receive designated English Language Development instruction in LTEL courses such as Language and Literacy and Advanced ELD. The LTEL courses provide the students with a curriculum designed to accelerate the students' listening, speaking, reading, and writing skills. An EL designee and a Title III coach have been assigned to work with our EL population. Currently, Kennedy High School houses a total of 734 (32%) Reclassified Fluent English Proficient (RFEP). The students are monitored throughout the year. The English Learner Typologies Monitoring Report (ELtMR) noted that in June 2021, the school's reclassification rate was 11.6%. The reclassification rate in February 2022 was 12%.

4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

John F. Kennedy Senior High School was designated as a Title I school in 2002. The school's Title I status is school-wide, which allows all students to receive Title I services. LAUSD Focus data revealed that as of December 2021, 1,565 students qualified for free-reduced price meals. Our Title One ranking for the 2022-2023 school year is 70.24%. The socio-economic status of the remaining student-body varies widely, ranging from lower-middle-class to upper-middle-class backgrounds.

5. Identify language, racial and ethnic make-up of the student body:

Kennedy High School is culturally and racially diverse. The chart below identifies the ethnic makeup of John F. Kennedy Senior High School. The student body is made up of four main subgroups: Hispanic (79%), white (8%), Asian 3.5%, and Filipino (3.3%). According to Focus.lausd.net data, English and Spanish (43.7%) are the two languages most spoken by students at home. Other languages spoken by students are Tagalog (1.57%), Armenian (1.3%), Arabic (.68%), Vietnamese (.42%) and Russian .38%.

Ethnicity*	# of Students
2 or MORE	58
African American/Black	46
American Indian/Alaska Native	2
Asian	79
Filipino	75
Hispanic	1,783
Pacific Islander	7
Unknown	11
White	192
Grand Total	2,253

*Focus.lausd.net 2/16/2022

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

When communicating with parents, the school uses a variety of strategies. Faculty and staff conduct individual phone calls to parents and guardians in order to secure help in monitoring their student's academic progress. Schoology, KinVo, Connect-Ed, and Blackboard Connect are also used to contact parents and guardians electronically. Information from the Connect-Ed call is also emailed to parents and guardians in English or Spanish. The school sends a monthly newsletter as well as a Parent Center Calendar to all parents to remind them of upcoming workshops and parenting classes. Progress reports in both English and Spanish are sent out every five weeks and a final report card is mailed to families at the end of each semester.

For senior students in danger of failing, the counseling office sends an additional letter informing parents and guardians of their child's academic progress and the intervention programs that are available at the school site. Parents can also access important student information using LAUSD Parent Portal. Workshops are organized by the coordinators, the Parent Community Representative, and administrative staff to help parents understand the SBAC data, School Experience Survey data, A-G requirements, and Common Core State Standards. The school also maintains an updated website with information on school activities, testing information, school tours, and academic intervention programs.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Title I Schoolwide Program (SWP) |
| <input type="checkbox"/> | Title I Targeted Assistance School (TAS) |
| <input type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input checked="" type="checkbox"/> | Extended School-Based Management Model (ESBMM) |
| <input type="checkbox"/> | Local Initiative School (LIS) |
| <input type="checkbox"/> | Pilot School |
| <input type="checkbox"/> | Public School Choice (PSC) |
| <input type="checkbox"/> | Partnership for Los Angeles Schools (PLAS) |
| <input type="checkbox"/> | L.A.'s Promise |
| <input type="checkbox"/> | Professional Learning Community (PLC) |
| <input checked="" type="checkbox"/> | Small Learning Community (SLC) |
| <input type="checkbox"/> | Additional Targeted Support and Improvement (ATSI) |
| <input type="checkbox"/> | Comprehensive Support and Improvement (CSI) |
| <input type="checkbox"/> | Targeted Support and Improvement (TSI) |

Other important characteristics of the school:

The school has a residential school and three magnets: Architecture, Digital Arts & Film Magnet, Gifted-Highly Gifted-High Ability Medical Magnet, The Global Leadership & Environmental Action Magnet.

LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process(es).

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its School Plan for Student Achievement:

1. Continue to work toward consistent use of instructional technology across teachers and departments.
2. Continue to develop, implement, and refine common pacing plans and common assessments and clear, rigorous expectations for all students.
3. Continue to focus professional development on the use of data to analyze student performance and modify instruction. In turn, provide time for regular departmental evaluation and review of current assessment (both formative and summative) to drive instruction.
4. Continue to utilize instructional rounds to inform instruction.
5. Provide systematic and sustainable time for regular departmental evaluation and review of current assessments (both formative and summative) to drive instruction.

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of strategies proven to be effective). *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	Reviewed school attendance data and discussed strategies to improve the attendance rate. Reviewed student survey data on the lunch program and SEL activities to support students. Review Intermin Assessment results for ELA and math; analyze and discuss the Fifteen-week grades and intervention programs. Review and discuss the EL Program, redesignation process, and intervention program to support EL students. Review needs assessment data for Title One Program and instructional program/strategies for 2022-23. Review and discuss the draft version of the 2022-2023 SPSA and Title One budgets--7S046 & 7E046. On March 29, 2022 SSC reviewed and approved the 2022-23 SPSA and Title One budgets--7S046 and 7E046.	10/07/2021, 03/03/2022, 11/04/2021, 03/29/2022, 01/20/2022, 02/03/2022
<input checked="" type="checkbox"/> English Learner Advisory Committee	Review EL student data, attendance data, and tutoring data. Review and discuss the Migrant Education Program; conducted needs assessment. Review 2021-22 SPSA; draft revision for 2022-23 SPSA. On March 22, ELAC reviewed the six components of the SPSA and made recommendations to SSC on the 2022-23 SPSA.	11/01/2021, 12/06/2021, 03/22/2022
<input checked="" type="checkbox"/> Departments	Review department data including Five-week progress report and department assessment. Discuss school data using JFK Data-Driven Instructional Cycle; develop strategies to support student learning. Use data to develop SMART goals and action plans.	09/14/2021, 09/21/2021, 01/25/2022
<input checked="" type="checkbox"/> WASC Focus Groups	Review WASC Action plans for Areas of Growth. Analyze SLOs and review WASC documents and discuss focus group findings.	10/05/2021, 02/01/2022

**Los Angeles Unified School District
2022-2023 School Plan for Student Achievement**

100% GRADUATION AND BEYOND

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:

<input type="checkbox"/> ELPAC
<input checked="" type="checkbox"/> Whole Child Integrated Data System
<input checked="" type="checkbox"/> MyData
<input checked="" type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input checked="" type="checkbox"/> School Accountability Report Card (SARC)
<input checked="" type="checkbox"/> CA Dashboard
<input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/> Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/>

1. List key findings related to 100% Graduation based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

School Performance Review

Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. As a result, the state did not publish 2021 state indicators on the 2021 California School Dashboard, including the College/Career Indicator (CCI). However, the following information was provided: 69 students in the graduating cohort took Advanced Placement exams, 113 completed at least one Career Technical Education (CTE) pathway, 78 completed A-G requirements and at least one CTE Pathway, 29 completed college credit courses, and 120 earned the State Seal of Biliteracy.

According to the 2021-22 School Experience Survey, 80% of the students surveyed agreed/strongly agreed to the following question: "I know which A-G courses I need to pass with a 'C' or better to get into college." LAUSD FOCUS data revealed that as of February 2022, 53% of the students have a C or better grade in their A-G courses. For the graduation rate, the CA Dashboard revealed that in the 2020-21 school year 91.7% graduated; a 2.4% drop from 2020 (94.1%). The school's Graduation Rate Indicator was Green in 2020. The CDE did not publish the graduation indicators for the subgroups for the 2020-21 school year. However, the following graduation rate data was provided for the subgroups:

Socioeconomically Disadvantaged	90.7%
English Learners	46.7%
Students with Disabilities	67.5%
Asian	86.7%
Filipino	90.5%
Hispanics	91%
White	95.5%

The white student subgroup's graduation rate increased by 2% from 93% in 2020 to 95.5% in 2021. For the Hispanic subgroup, the graduation rate dropped by 3.8% from 94.8% (2020) to 91% in 2021. The Socioeconomically Disadvantaged students' graduation rate dropped by 3.7% from 94.4% (2020) to 90.7%. The Students with Disabilities subgroup's graduation rate dropped 12.4% from 79.9 (2020) to 67.5%. There are six other subgroups at Kennedy HS with less than 30 students enrolled in the 12th grade. They are African American, Asian, Filipino, Foster Youth, Homeless, and Two or More Races. Due to the low enrollment numbers, no data was provided by the CA Dashboard.

According to LAUSD Focus statistics (Feb. 6, 2022), 91% of this year's (2022) seniors are on track to graduate. 3% are missing 1-2 semester courses to be on track to graduate and 1% are missing 3-4 courses. 5% of the seniors need 5 or more semester courses to be on track to graduate.

Grad Year	% Tier3: Missing 5+	% Tier 2: Missing 3-4	% Tier 1: Missing 1-2	% On-Track
2022	3	1	5	91
2023	9	9	22	61

For Graduation Progress, 91% of the 575 seniors are On-Track to graduate. Student Group Comparison revealed that 95% Asian, 87% of Black, 91% of Hispanic, 96% White, 88% Filipino, 100% Pacific Islander students, and 75% Two or More are On-Track to graduate.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Program and Practice Evaluation

Many students did not pass their core classes, particularly Algebra 1 and Algebra 2. As revealed in the interim assessment data, students needed more instruction and practice with "Concepts and Procedure" for math and "Reading" for ELA. Many students are deficient in basic skills in math and are unable to pass their math classes. As noted above, 91% of the 2021 graduating cohort are on track. 5% of the seniors are missing one to two A-G courses; 4% of this year's seniors are behind in three or more classes. As discussed in the math section, a high percentage of students failed their math classes. First-good teaching needs to address students' academic shortfalls, review and reteach math standards, differentiate instruction to address the diverse learning styles and the needs of the students and focus on teaching students math concepts and the various procedures to solve math equations. Teachers will need to provide targeted intervention in the classroom for English Learners and Students with Disabilities to build their academic skills so they can pass their core classes and be on track to graduate. Additionally, teachers need more opportunity to attend conferences and training to acquire research based instructional strategies to help at-risk students acquire skills and be on-track to graduate. Based on our root caused analysis as noted in the Resource Inequities and Evidence-Based Interventions section, students and teachers need IT support to ensure that all the learning devices function according throughout the day to support teaching and learning.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

New and Revised Strategies

According to the CA Dashboard (2/15/2022), the school's graduation rate in 2021 was 91.7%; a 2.4% drop from 2020 (94.1%). The school did not meet its measurable objective because students lacked foundational skills in math and in reading/writing. Teachers, counselors, CPA coordinators, and staff members including PSA and PSW will closely monitor students using the LAUSD Whole Child platform and refer at-risk students to academic intervention programs such as Winter/Spring Plus Programs and Saturday School Credit Recovering Program. Paraprofessionals will be hired to provide additional instructional support in the core classrooms.

State the School's Measurable Implementation Objective(s) for 2022-2023 *Required if this Goal is addressed.

In order to improve our program and practice, during the school year, the Special Education Coordinator, counselors, and teachers will review student data four times, provide intervention/support in the core classroom, and refer at-risk students to academic intervention programs as measured by sign-ins.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

State the School's Measurable Improvement Objective(s) for 2022-2023 *Required if this Goal is addressed.

In order to address our orange status on the CA Dashboard by June 2023, the Student with Disabilities subgroup will increase its graduation rate by 2% from 79.9% in 2020 to 82% in 2023 to move from Performance Level Orange to Performance Level Yellow as measured by the CA Dashboard.

By June 2023, the school's graduation rate will increase by 3 percent from 91.7% (2021) to 94% to move the graduate rate Performance Level from Green to Blue as measured by the CA Dashboard.

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : 100% Graduation

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>iELD--Data Analysis and PD Using the JFK Information-Driven Instructional Cycle, the EL Designee and Title III Coach will review the Secondary Integrated English Language Development (iELD) framework and EL data with teachers and develop action steps to help EL students meet English standards. EL Designee and Title III Coach will collaborate with the Instructional Leadership Team and plan IELD instruction activities, review ELA standards, best practices and/or model lessons, and train teachers on differentiated instruction as noted in the EL section. Professional development will be provided to teachers working with ELs on: 1. Review model lessons and differentiation of instruction. 2. Academic rigor and use of complex sentences with EL students. 3. Foster academic interaction in the classroom. 4. Constructive Conversation skills development to increase academic interaction.</p> <p>All teachers will participate in a one-to-one data chat with an administrator or administrative designee twice a year. Whole Child Integrated Data as well as the district mark report data will be reviewed and tier 2 intervention will be provided to at-risk students.</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets, district mark reports, RI and ELPAC data, and the CA Dashboard data to determine the effectiveness of the program.
<p>The Categorical Program Advisor will ensure the proper administration of the Title One Program and be in compliance with district, state, and federal mandates. In addition, the CPA will provide direct services to students, conduct professional development activities including the facilitation of effective instructional programs, monitor academic intervention programs and student progress, and coordinate parent workshops/activities to promote parent involvement.</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign in sheets, the School Experience Survey report, Title One Ranking report, WASC report, and analyze the CA Dashboard for positive feedback and/or growth to determine the effectiveness of the program.
<p>Teachers will be empowered and encouraged to attend conferences to acquire researched-based instructional strategies to improve their instructional practices. Conferences include, but are not limited to, Fall CUE 2022, CUE (March 2023), and core content related conferences such as CATE, 2022 Curtis Center Conference Program, California Mathematics Council Conference, California League of High School Mathematics Conference and English Conference, the California Science Education Conference, Social Studies Conference (March 2023), UCLA Center X, CAFE (March 2023), AMAE, ACSA Leadership Symposium, Deeper Learning Conference (March 2023), Project-Based Learning Conference, ASU GSV Summit Blending the Arc of Human Potential, and 2023 INACOL Symposium. Administrators, coordinators, and teachers will attend conferences and collaborate to provide onsite training to teachers and staff. After each professional development/training, classroom teachers will incorporate instructional pedagogies such as web-based instruction, the Blended Learning strategy, cooperative learning groups, Socratic seminars, project-based instruction, and independent research to allow students to think, practice, and integrate new ideas into their growing knowledge structure. Teachers will model, demonstrate, and create "real-life" world problems related to mathematics to address the Common Core Mathematics Standards. (Estimated cost: \$5,000).</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review conference materials, agenda, sign in sheet, and evaluation forms to determine the effectiveness of the program.

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Coordinator X time (non-tutor) for the CPA to work outside of the basic assignment (August 8th - 12th -- 5 days 6 hours =30 hours) to plan and facilitate the Buy-Back Days professional development, organize parent workshops/classes, and support the ninth-grade orientation. Also, to provide in-services to new parents and staff members on the Kinvo app and academic intervention for 2023. The CPA will collaborate, plan, and facilitate with the TechCadre monthly meeting in order to provide teachers and staff with technology skills such Flipgrid, Kami, GoGuardian, PearDeck, and Padlet to support student learning (estimated hours 40). In addition, the CPA will work 30 Saturdays, approximately 100 hours, to develop, monitor, and support Saturday School Credit Recovery in the fall and spring semesters. The CPA will review student data, identify students, conduct outreach activities to students and parents, provide training and PD to Saturday School staff, and monitor students' progress. Each intervention program will consist of 15 Saturdays for 4 hours/day. 3 days or 15 hours (June 12-14) are budgeted for the CPA at the end of the school year to assess the effectiveness of the programs, conduct equipment inventory, and contact vendors to close the book for the programs. Estimated cost: 185 hours x 91 = \$16,835</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets, the School Experience Survey report, Title One Ranking report, and analyze the CA Dashboard for positive feedback to determine the effectiveness of the program.
<p>Teacher release day/hrs will be provided to five core teachers to attend professional development and/or conferences (CUE, CA League of High School ELA / Math, National Science Conference, CA Social Studies Conference, MiniCue Conference, ACSA Conference) and to collaborate, review instructional pedagogy, discuss findings from the PD/conference, and to plan workshops for teachers and staff.</p> <p>Estimated cost: 5 teachers x \$541/day = \$2,705</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review the agenda, sign-in sheet, and evaluation forms to determine the effectiveness of the program.
<p>Coordinator Differential Categorical Advisor --differential to the CPA to coordinate the federal Title One Program, monitor school programs, and provide support to parents, students, and teachers as outlined in the position description (\$1,567)</p>	New Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets, the School Experience Survey report, Title One Ranking report, WASC report, and analyze the CA Dashboard for positive feedback and/or growth to determine the effectiveness of the program.
<p>Teacher release day-to-day sub will be provided to Title One funded CSR teachers to attend professional development conferences (CUE, CA League of High School ELA / Math, National Science Conference, CA Social Studies Conference, MiniCue Conference, ACSA Conference), review instructional pedagogy, discuss findings from instructional rounds to refine instruction to better meet the needs of students, refine common pacing plans, develop common assessments, and create rigorous inter-disciplinary activities/project-based to help students understand and master content standards.</p> <p>10 days x \$372 = \$3,720</p>	New Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review the agenda, sign-in sheet, and evaluation forms to determine the effectiveness of the program.

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Staff Training--to provide two buy-back days (8/11-8/12) to train 25 core teachers for two four-hour days on student-centered instructional strategies for infinite learning. Additional Schoology, Kinvo, and Padlet training will be provided to staff to activate, review, and manage their accounts, create classes, learning objectives, manage their grade book, upload/share documents, and manage communication with user groups including students, parents, and the administrators. Teachers will continue to receive training on online apps and technology such as Viewsonic Viewboards, No-Red Ink, Accelerated Reader, Pear Deck, Google Suite, Flipgrid, and other digital media/recording to differentiate classroom instruction. Core department teachers will also meet at least once a semester to:</p> <ol style="list-style-type: none"> 1. review and adjust the pacing plan. 2. analyze data and/or student information--including but not limited to the District mark reports, SBAC data, interim assessment, the School Experience Survey results, and departments' common assessment data. 3. discuss and implement department intervention. 4. discuss best practices and modify instructional practices to meet the needs of the students. <p>Schoology training will be provided to classified staff (8/27) on the Learning Management System (LMS) and strategies for working with at-risk students. Estimated cost: 25 core teachers x 4 hours x 2 days x \$62/hr = \$12,400 (Buy-back day budget) Ongoing training during the school year on instructional tools and digital apps will vary on teachers' schedules and availability - 50 hours for core teachers x \$62/hr = \$3,100</p> <p>Estimated Total: \$15,500</p>	New Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review agenda, sign in sheet, and evaluation forms to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	30055183	N/A	117361	129,608	1.00	100
CE-ESSA T1 Schools (7S046)	2100	50080 - STAFF CONF ATTEND	N/A	N/A	50080	5,000		100
CE-ESSA T1 Schools (7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	1,576	0.00	100
CE-ESSA T1 Schools (7S046)	2100	11316 - STAFF TRNG R 1 CERT	N/A	N/A	11316	15,500	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	2,705	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10378 - TCH REL DTD SUB CAT (6 Hrs)	N/A	N/A	10378	3,720	0.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	16,835	0.00	100

Focus Area: Effective Classroom Instruction *Academic : 100% Graduation*

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Information Support--To support the integration of technology, the IT Support Tech will work with teachers and prepare all Chromebook for student use. The IT will update the Chromebooks, ensure the protective browser is available to students when required by teachers, and help maintain the computer labs, including the Chromebook carts, and laptop carts. The IT will also review education software/apps and programs to support student learning.	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will monitor and provide guidance to ensure that the school's technology needs are met.
Education Resource Aides four (4) six hours (one bilingual in Spanish) to work with teachers in English, World History, and Algebra 1 and Algebra 2 classes to reinforce instruction, facilitate small group discussion, and support instructional remediation to improve student learning. (\$49,390 x 4 = \$197,560)	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will monitor and review sign in sheets, district mark reports, and student interaction in the classrooms to determine the effectiveness of the program.
Provide curricular trips (10 buses) to the Holocaust Museum, the Reagan Library, Science Center, Natural History Museum, Los Angeles County Museum of Art, Japanese-American Museum, Getty Museum, La Brea Tar Pits and Museum, and Santa Monica and/or Venice Beach to differentiate and maximize learning. Standards-based lessons for core content will be developed and delivered to students who participate in the curricular trips. These curricular trips will help students make connections to classroom instruction as related to science, social science, and reading and writing content standards.	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review program information, lesson plans, and district mark reports to determine the effectiveness of the program.
Education Resource Aide X Time budgeted for Ed Resource Aides (starting on August 8, 2022 - Dec. 18, 2023, and Jan. 6 - June 1, 2023) Under the supervision of a highly qualified teacher, the Education Resource Aide will reinforce instruction, work with small group, and provide one-on-one academic support during the intervention programs hosted after school and on Saturday. Additionally, before the start of the school year, the Education Resource Aides will help provide incoming 9th graders with tutorial skills during the school's orientation and also provide academic tutorial and support in the tutoring center throughout the year. Specific hours and needs will be determined by the school's academic intervention programs. Estimated cost: 518.06 hours x \$25.08 = \$12,993	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign in sheets, phone logs, student work, and district mark reports to determine the effectiveness of the program.
Other Non-instructional Services--to establish service agreements with Toshiba and support duplication needs for the parent center and the core classrooms. Bizhub283 (Title One Office A215), Duplo machine ID#U601075 (Title One Office A215), and Duplo machine Serial Number 051059416 (Storage room across B200). This will provide parent facilitators and teachers the ability to supplement their classroom instruction with reading handouts for group activities, student worksheets, and quizzes to monitor student academic progress.	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review lesson plans and district mark reports to determine the effectiveness of the program.

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>General Supplies Technology-- General Supplies Technology--to acquire classroom materials and teaching supplies to strengthen instruction, increase student engagement, and improve student learning. General supplies materials from LAUSD District Warehouse include: Toners for the HP laser printers (HPM040n) \$199.99 each x 10 = \$2,000 Toner for HP P2035n \$76.78 x 10 = \$768 Toner for HP M553 color (one each): Black (\$210), Cyan (\$188), Magenta (\$188), Yellow (\$188); total cost \$774 Audiovisual equipment cart \$180 x 5 = \$900 USB Flash drive (16 g) \$10 each x 20 = \$200 HDMI cables \$5 x 21 = \$105 Wireless mouse \$10 each x 25 = 250</p> <p>Estimated Grand Total = \$5,000</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review instructional lesson plans and district mark reports to determine the effectiveness of the program.
<p>Supplemental Instructional Materials-- to acquire class sets of different reading novels for the English teachers to help students identify themes or central ideas of texts and the meaning of words and phrases as they are used in the text and to teach students how to analyze different particular points of view or cultural experiences as reflected in a work of literature from outside the United States. Reading titles include but are not limited to 180 Days, To Kill a Mockingbird, Brave New World, Lord of the Flies, Thousand Splendid Suns, Maus Vol. 1, Siddartha, Unbroken, and Hiroshima. In case specific titles are not available at the time of purchase equivalent books will be purchased. Also, to acquire online apps/tools for students to improve their reading and math skills, collaborate on research projects, analyze primary documents in-depth, and write their own stories/manuscripts similar to what they read. (Estimated cost \$3,448)</p>	New Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review instructional lesson plans and district mark reports to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		20705 - ED RES AIDE SP C1T/5 (6 Hrs / 5 Days)	30445017	N/A	20705	49,226	1.00	100
CE-ESSA T1 Schools (7S046)	1000	20654 - ED RESOR AIDE C1T/05 (6 Hrs / 5 Days)	30491458	N/A	20654	49,226	1.00	100
CE-ESSA T1 Schools (7S046)	1000	20654 - ED RESOR AIDE C1T/05 (6 Hrs / 5 Days)	30447207	N/A	20654	49,226	1.00	100
CE-ESSA T1 Schools (7S046)	2100	25691 - ITSUPPORT TECH C1T/5 (8 Hrs / 5 Days)	30445026	N/A	25691	82,100	1.00	100
CE-ESSA T1 Schools (7S046)	1000	20654 - ED RESOR AIDE C1T/05 (6 Hrs / 5 Days)	30491459	N/A	20654	49,226	1.00	100
CE-ESSA T1 Schools (7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	3,450		100
CE-ESSA T1 Schools (7S046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	5,000		100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	4,000	0.00	100
CE-ESSA T1 Schools (7S046)	1000	50174 - CURRICULAR TRIPS	N/A	N/A	50174	4,100	0.00	100
CE-ESSA T1 Schools (7S046)	1000	20818 - ED RES AIDE X TIME	N/A	N/A	20818	12,993	0.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : 100% Graduation*

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Acquire a Senior Office Technician to provide support to the Title One Program and assist with the summoning of students, contacting parents of at-risk students, supporting the school and students with daily attendance checks, Title One meal eligibility roster, sending reminder notices to students on intervention programs, and helping the Parent Center with parent involvement activities. The typical duties will include: preparing letters and reports, entering data for intervention programs, maintaining records for the Title I program, and calling parents/guardians as needed.	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review daily logs and sign-in sheets to determine the effectiveness of the program.
To increase the achievement levels of at-risk students and low-income students, the school will focus on setting high standards, delivering a challenging curriculum, effective enrichment intervention programs, and acquiring highly qualified teachers. Kennedy High School will provide students with rigorous instruction with an emphasis on the CCSS and allow students to experience hands-on, student-centered learning. The Instructional Leadership Team (ILT) will use JFK Information-Driven Instructional Cycle to review student information/data and create action plans to be implemented to improve student learning. The following strategies will be utilized to accelerate the performance of significant subgroups: 1. The School-Based Management Team, ILT, coordinators, administration, and counselors will provide comprehensive professional development for teachers, counselors, administrators, and paraprofessionals on technology like MISIS, Mastery Learning/Grading, Google Classroom, and other instructional programs and/or software/apps. 2. Provide sub coverage for teachers to observe best practices and/or participate in Instructional Rounds and also to review disaggregated data at the beginning of each semester to identify at-risk students and develop department action plans and interventions. 3. Identify and provide at-risk students in ELA with the Accelerated Readers program. 4. Teachers and counselors to communicate and/or meet with the parents of at-risk students and enroll them in the Saturday Credit Recovery Program and/or Winter Plus and Spring Plus Program. 5. LTEL, ESL, and resources teachers to meet after the regular workday to review student data, collaborate, and develop scaffolding activities to be implemented with subgroups in the classroom.	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets and district mark reports to determine the effectiveness of the program.

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Tutor X time will be provided for teachers to work after the regular workday to help at-risk students in the After School Tutoring Program (starting August 22, 2022 - June 2, 2023) and in the Learning Center for math, English, science, and social science classes. The goal of the tutoring program is to advance the educational and personal success of students through strategic and high-quality instructional support including student mentorship and one-on-one and/or small group tutorial services. The Learning Center will continue to be supported by the Title One Program and ARC, an award-winning after-school educational program from Beyond the Bell. One teacher will support the ARC Learning Center after the regular workday and provide academic tutorial services for the content area during the fall and spring semesters (approximately 26 hours x \$91 x 2 semesters = \$4,778).</p> <p>In addition, six teachers will be hired to work after the regular working day during the fall and spring semester for one hour per week (6 teachers x 20 days x 1 hr. x \$91 x 2 semester = \$21,840) to provide academic support for Algebra 1, Geometry, Algebra 2, US/World History, ELA, and Biology/Chemistry.</p> <p>To help the at-risk students to be on-track to graduate, thirteen teacher tutors from the core subjects (English 10, English 11, World History, US History, Biology, Chemistry, Algebra 1, Geometry, and Algebra 2) will be hired to provide academic support in the Saturday School Program. The Saturday School program will consist of sixteen Saturdays for 4.5 hours per day (13 x 15 days x 4.5 hrs x \$91/hr = \$79,852).</p> <p>Approximate cost: \$4,778 + 21,840 + 79,852 = \$106,470</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review daily logs, sign-in sheets, and district mark reports to determine the effectiveness of the program.
<p>Clerical X time - For the Office Tech to come in three days before their basis begin and prepare documents/packets for the 9th-grade orientation, conduct parent outreach, and support the main office as needed. Also for the Office Tech to work 5 days during winter break (Dec. 21 - 30) to conduct data entry, and help coordinators file papers, contact parents/guardians of at-risk students for intervention, and contact vendors to complete orders.</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review phone logs, parent sign-in sheets, and delivered orders to determine the effectiveness of the program.
<p>Teacher X time (non-tutor)--For 10 core subject teachers (Math, Science, English, and Social Studies) to meet twice per semester and use Kennedy High School Data Driven Cycle to analyze/review student data (SBAC data including content area/claims, district mark reports, interim assessments, the School Experience Survey results, and departments' common assessment data) and develop department intervention to meet the needs of the students. The teachers will also review Instructional Round data, discuss best practices, and develop action steps to support teachers modify their instructional practices.</p> <p>Estimated cost: 10 teachers x 10.9 hours x \$90.18 = \$9,828</p>	New Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets and district mark reports to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2700	26339 - SR OFFICE TECH E1T/5 (8 Hrs / 5 Days)	30465922	N/A	26339	76,543	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	106,470		100
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	9,828	0.00	100
CE-ESSA T1 Schools (7S046)	2700	21468 - CLERICAL X-TIME	N/A	N/A	21468	1,000	0.00	100

Los Angeles Unified School District
2022-2023 School Plan for Student Achievement

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Standardized Testing and Reporting (STAR)

1. List key findings related to English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

School Performance Review

According to California Educator Reporting System Resources - CAASPP 2020-21 data, 27% of the students who took the ELA SBAC test scored "Exceeded Standard", 29% "Met Standard," 20% "Nearly Met Standard," and 24% scored "Did Not Meet Standard." According to the Renaissance Consolidated Assessment Proficiency Report (Feb. 7, 2022), 2,119 students in 2021-22 took the Star Reading assessment.

517 students (23%) scored Proficiency- At/Above 50 Percentile Rank (PR) and 1,602 (70%) scored Proficiency- Below 50 PR.

For grade levels,

74% ninth-graders who took the test scored Proficiency-Below 50 PR,

79% tenth graders scored Proficiency-Below PR,

70% eleventh graders scored Proficiency- Below 50 PR, and

78% twelfth grader's who took the exam scored Proficiency-Below 50 PR.

Due to the COVID-19 pandemic and the challenges related to testing, the CDE did not release the 2020-21 SBAC data on CA Dashboard. However, according to the 2019 SBAC data, 492 students took the SBAC.

There was an 18.1 points decline in the SBAC score. The school indicator for ELA dropped from "Green" in 2017-18 to "Orange" in 2018-19 (2.7 points below standard).

The data revealed some regression in the percentage of students scoring "Meets/Exceeds Standard"--58% in 2017-18 to 51% in 2018-19 (a 7% decline).

The overall percentage of students scoring "Not/Nearly met Standard" increased from 42% in 2017-18 to 49% in 2018-19, a 7% increase. Two subgroups' (Hispanics and Socioeconomically Disadvantaged) Performance Level is at "Orange" and two subgroups (English Learners and Students with Disabilities) Performance Level is at "Red".

Performance color is not available for African American, Asian, Filipino, Homeless, and Two or More Races because the number of students tested was below 30.

However, LAUSD Insights data bank revealed that 100% of the Asian students who took the SBAC scored Meets/Exceeds Standard,

27% of Black students scored "Meets/Exceeds Standard and "73% scored "Not/Nearly Met Standard",

70% of Filipino students scored "Meets/Exceeds Standard" and 30% scored "Not/Nearly Met Standard", and

50% of Two or More Races student subgroup scored "Meets/Exceeds Standard" and 50% scored "Not/Nearly Met Standard".

Although the school's ELA Performance Indicator is Orange, Kennedy HS is still ahead of the district average in Language Arts.

The two biggest areas of growth for the school are "Reading" and "Research & Inquiry." The disaggregated SBAC data revealed that

32% of the students that took the test scored Below Standard in the claim "Reading" (a 13 percent drop),

25% in "Writing" (2% improvement),

19% in "Speaking and Listening" (4% improvement), and

29% in "Research/Inquiry" (8% improvement). "Reading" is the claim that all the significant subgroups have the most difficulty in.

37% of IFEP students scored Below Standard,

88% of LEP students scored Below Standard,

48% of EO scored Below Standard,

38% of RFEP scored Below Standard, and

44% of Socioeconomically Disadvantaged scored Below Standard.

This SBAC regression is why the English Performance Level is Orange as opposed to last year's Green, even though Kennedy's scores are well ahead of similar school populations in the valley.

In addition, the 2018-19 CAASPP data (latest available data) revealed that 50.7% of the students that took the exam Met or Exceeded Standard for ELA.

28.% scored Standard Not Met (Level 1),

21.2% scored Standard Nearly Met (Level 2),

26.2% scored Standard Met (Level 3), and

24.4% scored Standard Exceeded (Level 4).

The district's Twenty-Week Mark report in December 2021 revealed that of the 2,260 students enrolled,

972 students earned an A grade in their English class,
 647 students earned a B,
 434 earned a C,
 110 earned a D, and
 97 students earned an F grade.
 17% of students in ADV ELD did not pass the class;
 18% of students in EL SH 2A earned an "F" grade.
 8% of students in English 9A earned an "F" grade.
 For English 10A, 11% of the students got a "D" grade and 7% failed.
 12% of students enrolled in American Lit. Comp. did not pass.
 For Expository Reading and Writing Curriculum (ERWC A), 43% of students earned an A grade and only 1% failed.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Program and Practice Evaluation

According to the 2019 SBAC data, many students experienced difficulties in the Reading (32% Below Standard) and Writing (25% Below Standard) claims on the SBAC. Many students are not reading at grade level. Teachers will revisit the SBAC sample questions, review question types and how the questions are posed to the students, and provide more reading activities/materials to students. Analysis of the information will help the department to realign the pacing plan and aligned instructional lessons with the SBAC.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

New and Revised Strategies

English teachers will use the JFK Information-Driven Instructional Cycle to review student information/data, develop action plans, implement instructional strategies, and modify instruction to help students achieve academically. ELA teachers will meet during the summer break in vertical and horizontal teams to review student data, instructional shifts, and identify best practices to meet the needs of the at-risk population.

The teachers will implement and refine Mastery Learning and grading strategies. Assessment data revealed that the English Learner population needs to have more exposure to reading-based data that asks them to infer information. It is, by most measures, one of their weaker skillset points and one of the reasons they did not do well on the exam. The department will modify formative assessments and phrasings to help students be more comfortable with the SBAC test format and other formative assessments. The department will continue with the sustained silent reading strategy and help students grow by building vocabulary, allowing for comprehension, and providing dedicated reading time on a consistent basis.

Additionally, the English department will meet with the Title III Coach and EL Designee to examine the curriculum and discuss students' reading data. Teachers will work on English language vocabulary development and expose students to more audio sources of information (possibly using the Listenwise Program). Academic intervention including additional paraprofessional support in ELD classes, Lexia PowerUP program for Resource Specialist Program (RSP) students, academic tutorial services, Remediation Mondays and/or office hours, and monitoring of at-risk students will be implemented to support their learning of the English language content standards.

State the School's Measurable Implementation Objective(s) for 2022-2023 *Required if this Goal is addressed.

During the 2022-2023 school year, 100% of teachers with English learner students will attend one-to-one data chats with Administrators/TSP Advisor twice a year to review student progress y reviewing EL Profiles and creating reclassification action plans with targeted instructional supports as measured by sign-in sheets.

In order to improve and practice by June 2023, The TSP Coordinator and the Academic Reflection Team (team members are EL teachers and Homeroom Teacher) will meet after each marking period and will complete the schools data driven cycle to identify areas of growth and areas of need for each student as measured by sign-in sheets.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

School Performance Review

According to California Educator Reporting System Resources - CAASPP 2020-21 data, 27% of the students who took the ELA SBAC test scored "Exceeded Standard", 29% "Met Standard," 20% "Nearly Met Standard," and 24% scored "Did Not Meet Standard." According to the Renaissance Consolidated Assessment Proficiency Report (Feb. 7, 2022), 2,119 students in 2021-22 took the Star Reading assessment. 517 students (23%) scored Proficiency- At/Above 50 Percentile Rank (PR) and 1,602 (70%) scored Proficiency- Below 50 PR. For grade levels, 74% of ninth-graders who took the test scored Proficiency-Below 50 PR, 79% of tenth-graders scored Proficiency-Below PR, 70% of eleventh graders scored Proficiency- Below 50 PR, and 78% of the twelfth grader's who took the exam scored Proficiency-Below 50 PR.

Due to the COVID-19 pandemic and the challenges related to testing, the CDE did not release the 2020-21 SBAC data on CA Dashboard. However, according to the 2019 SBAC data, 492 students took the SBAC. There was an 18.1 points decline in the SBAC score. The school indicator for ELA dropped from "Green" in 2017-18 to "Orange" in 2018-19 (2.7 points below standard). The data revealed some regression in the percentage of students scoring "Meets/Exceeds Standard"--58% in 2017-18 to 51% in 2018-19 (a 7% decline). The overall percentage of students scoring "Not/Nearly met Standard" increased from 42% in 2017-18 to 49% in 2018-19, a 7% increase. Two subgroups' (Hispanics and Socioeconomically Disadvantaged) Performance Level is at "Orange" and two subgroups (English Learners and Students with Disabilities) Performance Level is at "Red". Performance color is not available for African American, Asian, Filipino, Homeless, and Two or More Races because the number of students tested was below 30.

However, LAUSD Insights data bank revealed that 100% of the Asian students who took the SBAC scored Meets/Exceeds Standard, 27% of Black students scored "Meets/Exceeds Standard and "73% scored "Not/Nearly Met Standard", 70% of Filipino students scored "Meets/Exceeds Standard" and 30% scored "Not/Nearly Met Standard", and 50% of Two or More Races student subgroup scored "Meets/Exceeds Standard" and 50% scored "Not/Nearly Met Standard".

Although the school's ELA Performance Indicator is Orange, Kennedy HS is still ahead of the district average in Language Arts.

The two biggest areas of growth for the school are "Reading" and "Research & Inquiry." The disaggregated SBAC data revealed that 32% of the students that took the test scored Below Standard in the claim "Reading" (a 13 percent drop),

25% in "Writing" (2% improvement),

19% in "Speaking and Listening" (4% improvement), and

29% in "Research/Inquiry" (8% improvement). "Reading" is the claim that all the significant subgroups have the most difficulty in.

37% of IFEP students scored Below Standard,

88% of LEP students scored Below Standard,

48% of EO scored Below Standard,

38% of RFEP scored Below Standard, and

44% of Socioeconomically Disadvantaged scored Below Standard.

This SBAC regression is why the English Performance Level is Orange as opposed to last year's Green, even though Kennedy's scores are well ahead of similar school populations in the valley.

In addition, the 2018-19 CAASPP data (latest available data) revealed that 50.7% of the students that took the exam Met or Exceeded Standard for ELA.

28.% scored Standard Not Met (Level 1),

21.2% scored Standard Nearly Met (Level 2),

26.2% scored Standard Met (Level 3), and

24.4% scored Standard Exceeded (Level 4).

The district's Twenty-Week Mark report in December 2021 revealed that of the 2,260 students enrolled,

972 students earned an A grade in their English class,
 647 students earned a B,
 434 earned a C,
 110 earned a D, and
 97 students earned an F grade.
 17% of students in ADV ELD did not pass the class;
 18% of students in EL SH 2A earned an "F" grade.
 8% of students in English 9A earned an "F" grade.
 For English 10A, 11% of the students got a "D" grade and 7% failed.
 12% of students enrolled in American Lit. Comp. did not pass.
 For Expository Reading and Writing Curriculum (ERWC A), 43% of students earned an A grade and only 1% failed.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Program and Practice Evaluation

According to the 2019 SBAC data, many students experienced difficulties in the Reading (32% Below Standard) and Writing (25% Below Standard) claims on the SBAC. Many students are not reading at grade level. Teachers will revisit the SBAC sample questions, review question types and how the questions are posed to the students, and provide more reading activities/materials to students. Analysis of the information will help the department to realign the pacing plan and aligned instructional lessons with the SBAC.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

New and Revised Strategies

English teachers will use the JFK Information-Driven Instructional Cycle to review student information/data, develop action plans, implement instructional strategies, and modify instruction to help students achieve academically. ELA teachers will meet during the summer break in vertical and horizontal teams to review student data, instructional shifts, and identify best practices to meet the needs of the at-risk population.

Assessment data revealed that the English Learner population needs to have more exposure to reading-based data that asks them to infer information. It is, by most measures, one of their weaker skillset points and one of the reasons they did not do well on the exam. The department will modify formative assessments and phrasings to help students be more comfortable with the SBAC test format and other formative assessments. The department will continue with the sustained silent reading strategy and help students grow by building vocabulary, allowing for comprehension, and providing dedicated reading time on a consistent basis. Teachers will implement and refine Mastery Learning and grading strategies to support student learning.

Additionally, the English department will meet with the Title III Coach and EL Designee to examine the curriculum and discuss students' reading data. Teachers will work on English language vocabulary development and expose students to more audio sources of information (possibly using the Listenwise Program). Academic intervention including additional paraprofessional support in ELD classes, Lexia PowerUP program for Resource Specialist Program (RSP) students, academic tutorial services, Remediation Mondays and/or office hours, and monitoring of at-risk students will be implemented to support their learning of the English language content standards.

State the School's Measurable Implementation Objective(s) for 2022-2023 *Required if this Goal is addressed.

During the 2022-2023 school year, 100% of teachers with English learner students will attend one-to-one data chats with Administrators/TSP Advisor twice a year to review student progress y reviewing EL Profiles and creating reclassification action plans with targeted instructional supports as measured by sign-in sheets.

In order to improve and practice by June 2023, The TSP Coordinator and the Academic Reflection Team (team members are EL teachers and Homeroom Teacher) will meet after each marking period and will complete the schools data driven cycle to identify areas of growth and areas of need for each student as measured by sign-in sheets.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

State the School's Measurable Improvement Objective(s) for 2022-2023 *Required if this Goal is addressed.

The English Learners will increase their average Distance From Standards on the Spring 2023 ELA SBAC assessments by 15 points, from 140.1 points below standards to -125.1, moving the subgroup's performance level from Red to Orange as measured by the CA Dashboard.

In order to address our orange status for ALL students on the CA Dashboard by June 2023, all students will increase their average Distance From Standards score on the Spring 2023 ELA SBAC assessments by 10 points, from 2.7 points below standards to 7.3 points above standards, moving the subgroup's performance level from Orange to Yellow as measured by the CA Dashboard.

In order to address our red status for Students with Disabilities on the CA Dashboard by June 2023, the Students with Disabilities will increase their average Distance From Standards on the Spring 2023 ELA SBAC assessments by 15 points, from 102.1 points below standard to -87.1, moving the subgroup's performance level from Red to Orange as measured by the CA Dashboard.

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Language Arts*

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>iELD--Using the JFK Information-Driven Instructional Cycle, the EL Designee and Title III Coach will review EL data with the ELA department chair and develop action steps to help EL students meet English standards. EL Designee and Title III Coach will collaborate with the ELA department chair to plan and facilitate IELD instruction activities, review ELA and ELD framework, best practices and/or model lessons, and train teachers on differentiated instruction as noted in the EL section.</p> <p>Professional development will be provided to ELA teachers working with ELs on:</p> <ol style="list-style-type: none"> 1. Review model lessons and differentiation of instruction. 2. Academic rigor and use of complex sentences with EL students. 3. Foster academic interaction in the classroom. 4. Constructive Conversation skills development to increase academic interaction. <p>All teachers will participate in a one-to-one data chat with an administrator or administrative designee twice a year. Whole Child Integrated Data as well as the district mark report data will be reviewed and tier 2 intervention will be provided to at-risk students.</p>	<p>Continuing Strategy</p>	<p>07/01/2022 06/30/2023</p>	<p>The principal and/or administrative designee will review professional development training sign-ins, agenda, classroom instruction, reclassification rate, and district mark report to determine the effectiveness of the program.</p>

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>English teachers will continue to use the JFK Information-Driven Instructional Cycle to review student information and data and develop action steps, set goals, implement adopted instructional strategies, and review student data to increase student achievement. Teacher X Time (non-tutoring) for English teachers to collaborate with the EL Designee and Title III Coach, teachers will meet after the school day or Saturday to analyze EL Program data and engage in ELD and/or ELD planning. Ten (10) ELA teachers will meet on August 8 and 9 to develop scaffolding activities including the use of Thinking Maps and/or apps (PearDeck for visual aids, Padlet, Google docs, etc.), and develop vocabulary activities to pre-teach lessons, and ShowandTell activities. Teachers will review released assessment questions and develop common assessments to support EL students' academic progress. In addition, teachers will review the Accelerated Reader Program, build instructional and language development activities such as teaching concepts to EL students, understanding and explaining the subtleties of tone and creating and modeling syntactic structure to help at-risk students with language development and acquisition. The ten ELA teachers will meet in October (2 hrs/day) to review student data and develop writing assessment prompts to be implemented at the end of the semester and in May 2023. The teachers will also develop communication skills activities that include practicing and understanding formal and rhetorical language usage. Budgeted amount noted in 100% graduation section.</p> <p>ELA teachers will also be trained on instructional software and how to effectively use and integrate the new technology. The Pearson textbook comes with numerous technological components such as Listenwise, an audio program, and several online testing programs, which can help provide the department with more accurate and timely testing data to inform instruction. Knowledge and mastery of these programs will be vital to help students become college and career-ready (budgeted amount noted in 100% Graduation section).</p> <p>Additional professional development training time will be provided to the English teachers to align content and teaching practices with Common Core principles. The English department will:</p> <ol style="list-style-type: none"> 1. Receive training in Accelerated Reader-- a computer-based program that teachers use to monitor students' reading practice and progress. 2. Use Lexia PowerUP to support RSP students. 3. Review student SBAC data and Pearson data, reflect on instruction and develop a department intervention program to assist at-risk students. 4. Review and amend the department pacing plans. 5. Collaborate and meet in horizontal and vertical teams to review instructional alignment and plan student-centered projects. 6. Review the content and reading shifts in the different grade levels and meet with teachers in another discipline to develop inter-disciplinary projects. 	<p>Continuing Strategy</p>	<p>07/01/2022 06/30/2023</p>	<p>The principal and/or administrative designee will review professional development training sign-ins, agenda, classroom instruction, and district mark report to determine the effectiveness of the program.</p>
<p>English teachers to collaborate with the Special Ed. department to review student data, share best practices, and discuss strategies and interventions to meet the needs of Special Ed. students. Additional professional development time will be provided at the beginning of each semester for teachers to review data from the Lexia Reading Assessment program and/or IA test data, and provide targeted support to students who read far below grade level.</p>	<p>New Strategy</p>	<p>07/01/2022 06/30/2023</p>	<p>The principal and/or administrative designee will review professional development training sign-ins, agenda, classroom instruction, and district mark report to determine the effectiveness of the program.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Effective Classroom Instruction *Academic : English Language Arts*

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Class Size Reduction teachers--Acquire 2 Class-Size-Reduction teachers for the English department to lower the teacher-to-student ratio and increase personalization, and work with at-risk students to provide a rich and diverse learning experience to ensure their academic success.	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will monitor academic instruction, review the district mark reports, and provide instructional support to ensure the effectiveness of the instructional program.
Supplemental Instructional Materials--to acquire class sets of different reading novels for the English teachers to help students identify themes or central ideas of texts and meaning of words and phrases as they are used in the text and to teach students how to analyze different points of view or cultural experiences as reflected in a work of literature from outside the United States. Reading titles include but are not limited to 180 Days, To Kill a Mockingbird, Brave New World, Lord of the Flies, Thousand Splendid Suns, Maus Vol. 1, Siddartha, Unbroken, and Hiroshima. In case specific titles are not available at the time of purchase equivalent books will be purchased (SIM budget noted in 100% graduation section).	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will monitor classroom instruction, student work, and the district mark reports to determine the effectiveness of the instructional program.
Four days of day-to-day sub-teacher benefits will be acquired for each class-sized-reduction teacher (2 CSR x 4 days = 8 days). Estimated cost: 8 days x \$372/day = \$2,976	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will monitor academic instruction, review the district mark reports, and provide instructional support to ensure the effectiveness of the instructional program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30424419	N/A	13641	124,412	1.00	100
CE-ESSA T1 Schools (7S046)		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30424260	N/A	13641	124,412	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	2,970		100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Language Arts*

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>To close the achievement gap with disadvantaged subgroups, Kennedy Senior High School will provide students with rigorous instruction with an emphasis on CCSS and allow students to experience hands-on, student-centered learning. The following strategies will be utilized to accelerate the performance of significant subgroups:</p> <ol style="list-style-type: none"> 1. The School-Based Management Team, the Instructional Leadership Team, coordinators, administrators, and counselors will provide comprehensive professional development for teachers, counselors, administrators, and paraprofessionals on technology such as Google Suite, Schoology grade book, Mastery Learning/grading, and other programs that will increase student learning. 2. Use the Whole Child platform to monitor EL students and refer students to intervention programs as needed. 3. Develop a system of referral and support from resource teachers in the Special Ed. Learning Center. 4. Provide sub coverage for teachers to review disaggregated data at the beginning of each semester to identify at-risk students and develop departmental strategies and interventions. 5. ELD and resources teachers to meet and develop scaffolding activities for the CCSS materials. 6. To help ELD students access the core curriculum ELD students will be provided with SDAIE strategies and Integrated ELD components through the lessons: <ol style="list-style-type: none"> a. Intellectual Quality b. Academic English c. Extended Language Interaction d. Focus on Meaning e. Focus on Language Structure f. Planned and Sequenced Events g. Scaffolding h. Clear Lesson Objective i. Corrective Feedback j. Formative Assessment Practice 7. Tutorial sessions will be offered after school to ELs not meeting benchmarks (supporting ELD language). 8. Continue after-school tutoring services for ELA and provide support to at-risk students (budget noted in 100% graduation). 9. ELA chair to coordinate with the counselors to identify at-risk students for the Accelerated Reader Program. 10. ELA teachers to provide office hours and/or "Remediation Monday" to support students who are reading and writing below grade level. 	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will intervention curriculum, class rosters, sign in sheets, and the districts mark reports to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District
2022-2023 School Plan for Student Achievement**

ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Renaissance Consolidated Assessment Proficiency Report

1. List key findings related to Mathematics based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

School Performance Review

According to the California Educator Reporting System (CERS), 391 eleventh graders took the Grade 11 Math Summative in spring 2021. 16% of the students scored "Exceeded Standard", 22% "Met Standard," 28% "Nearly Met Standard," and 34% "Did Not Meet Standard." According to the Renaissance Consolidated Assessment Proficiency Report (Feb. 7, 2022), 1,617 students in 2021-22 took the Star math assessment. 733 students (32%) scored Proficiency- At/Above 50 Percentile Rank (PR) and 884 (39%) scored Proficiency- Below 50 PR. For grade levels, 57% ninth-graders who took the test scored Proficiency-Below 50 PR, 53% tenth graders scored Proficiency-Below PR, 53% eleventh graders scored Proficiency- Below 50 PR, and 57% twelfth grader's who took the exam scored Proficiency-Below 50 PR.

CA Dashboard data for 2020-21 is not available. However, according to the 2019 SBAC data, the school improved 13.5 points for math (from 88.1 points to 74.6 points below standard). The school's math indicator is now "Orange". The English Learners subgroup dropped 14 points and its Performance Level is "Red". The Students with Disabilities subgroup performance level is 165 points below standard. The group's Performance Level is "Orange". Performance color is not available for African American, Asian, Filipino, Homeless, and Two or More Races because the number of students tested was below 30. However, LAUSD Insights data bank revealed that 78% of the Asian students who took the SBAC scored "Meets/Exceeds Standard" and 22% scored "Not/Nearly Met Standard"; 9% of Black students scored "Meets/Exceeds Standard and "91% scored "Not/Nearly Met Standard", 40% of Filipino students scored "Meets/Exceeds Standard" and 60% scored "Not/Nearly Met Standard"; 25% of Two or More Races student subgroup scored "Meets/Exceeds Standard" and 75% scored "Not/Nearly Met Standard". According to LAUSD Mydata, 21.7% of eleventh graders who took the SBAC did not meet the standard, 23.1% scored "Standard Nearly Met", 27.9% met the standard, and 27.1% scored "Standard Exceeded". The disaggregated data revealed that 53% of the students scored Below Standard on claims "Concepts & Procedures", 40% scored Below Standard in "Problem Solving" and 34% scored Below Standard in "Communicating Reasoning". "Concepts and Procedures" claims are problematic to all language subgroups. EO subgroup scored 53% Below Standard, IFEP 36%, LEP 100%, and RFEP 53%. For Socioeconomically Disadvantaged students, 52% of students scored Below Standard in Concepts and Procedure. The 2018-19 CAASPP data from the CA Department of Education (March 2020) revealed that 27.97% of students Met or Exceeded the standard for math. 44.87% of students are at Level 1 (Standard Not Met), 27.16% are at Level 2 (Standard Nearly Met), 19.5% at Level 3 (Standard Met), and 8.45% at Level 4 (Standard Exceeded).

According to LAUSD Focus data, the Twenty-Week mark report in December 2021 revealed that many students did not pass their math class. Of the 430 students enrolled in Algebra 1, 14% earned a D grade and 26% earned an F grade. 16% of the 410 students enrolled in Geometry A earned a D grade and 27% failed. For Algebra 2A, 21% of the 157 students earned a D grade and 35% failed.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Program and Practice Evaluation

The COVID-19 pandemic negatively impacted students learning. "Learning Lost" was evident. Many students lacked reading and math foundational skills. The English 2019 SBAC data revealed that 32% of eleventh graders scored Below Standard in "Reading". Students who passed the previous math class during the summer or at middle school struggled with the academic rigor of high school. As many teachers adjusted their instruction to emphasize the depth of knowledge and skill-based learning, students' reading and mathematics deficit and low content retention become evident. Analysis of student work revealed that many students were not exposed to some foundational math concepts that are essential for the next math level. For Algebra 1, factoring quadratic or trinomials, graphing linear and quadratic functions are the biggest challenge for the students. For Geometry, trigonometric ratios, volume, and surface area of solids pose the greatest challenge for the students. Solving quadratic equations and applying quadratic functions to real world problems are the challenges for students in Algebra 2. In addition, as reflected in the ELA assessment, many students entered high school with very low reading and writing skills. This posed an additional challenge to students due to the shift in math instruction to include Common Core related instruction that consists of reading, writing, and analysis to solve word problems. More instructional time is needed to help students understand "concepts and procedures" in solving math equations.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

New and Revised Strategies

Many students lacked conceptual and procedural skills in solving and understanding mathematics. Math teachers will adjust their academic pacing plan to review and/or reteach skills to minimize students' deficits in math and provide extended time to complete assignments. Students will be referred to Edgenuity Program during the school day to retake math classes online. Additional academic tutorial services will be provided before school and after school to support and close the learning gap. Also, the school will provide Saturday School Credit Recovery and Adult School to help students make up credits to be on track to graduate and be college-ready. To ensure personalization and lower the class size, teacher auxiliary will provided in math to ensure students learn and retain foundational math skills.

State the School's Measurable Implementation Objective(s) for 2022-2023 *Required if this Goal is addressed.

In order to improve our program and practice, during the 2022-23 school year, the EL Designee, Title III Coach, Special Ed. Coordinator, Title One Coordinator, and math teachers would have met three times to review student data, used the Kennedy Data Drive Cycle to review IA data, and develop action plans with targeted instructional supports as measured by sign-in sheets.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

State the School's Measurable Improvement Objective(s) for 2022-2023 *Required if this Goal is addressed.

In order to address our red and orange status on the CA Dashboard by June 2023, English Learners will increase their average Distance From Standards on the spring 2022 math SBAC assessments by 15 points, from -198.5 points to -183.5 points, moving the Performance Level from "Red" to "Orange" as measured by the CA Dashboard.

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : Mathematics*

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>iELD--Using the JFK Information-Driven Instructional Cycle, the EL Designee and Title III Coach will review EL data with the Instructional Leadership Team and staff members and develop action steps to help EL students meet math standards. EL Designee and Title III Coach will collaborate with the Title One Coordinator, Intervention Coordinator, and math department chair to plan and facilitate IELD instruction activities, review math and ELD framework, best practices and/or model lessons, and train math teachers on differentiated instruction as noted in the EL section.</p> <p>Professional development will be provided to math teachers working with ELs on:</p> <ol style="list-style-type: none"> 1. Cultivating healthy relationships and being culturally responsive. 2. Teaching language skills across the curriculum. 3. Emphasizing productive language--speak, write, interact, read, and listen. 4. Differentiating instruction and using multiple teaching/learning modalities. 5. Incorporating students' native language & differentiate instruction with technology. 	<p>Continuing Strategy</p>	<p>07/01/2022 06/30/2023</p>	<p>The principal and/or administrative designee will review the professional development agenda, sign-in sheets, instructional lessons, SBAC data, RI, ELAP data, and the district's mark report to determine the effectiveness of the program.</p>

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>As mentioned in the key findings section, many students have deficits in understanding and solving mathematical equations. The school recognizes the importance of arithmetic and other basic mathematical competencies. The math department will continue to use the JFK Information-Driven Instructional Cycle to review student information/data, formulate action plans, implement instructional practices, and modify instruction to help students achieve academically. Math teachers will meet regularly to review district benchmark assessment, the 5, 10, 15, and 20-week District Mark Reports, and common lessons or projects and modify their instruction to meet the needs of the at-risk students. Teacher X-time (non-tutor) and Teacher Release Days are budgeted to support teacher collaboration and professional development to support student learning.</p> <p>Math teachers will continue to review the work of Big Ideas and Essential Questions to help students understand the mathematical structure that builds the foundation for academic rigor for math in subsequent grade levels. Professional development and workshops will be provided for the math teachers to review and amend curriculum maps designed to address Common Core State Standards for mathematics and literacy outcomes. Teachers will use instructional pedagogy to build students' content knowledge by emphasizing math practice abilities and literacy skills. To help accelerate students' comprehension of basic math, teachers will implement foundational strategies that will emphasize:</p> <ol style="list-style-type: none"> 1. Modeling and using math language. 2. Asking students open-ended questions that elicit their solution methods. 3. Supporting conceptual understanding. 4. Extending mathematical thinking and applying math to real-world situations. <p>The math department will meet with the EL Designee and Title III Coach to review the California English Language Development Standards that described the key knowledge, skills, and abilities in core areas of English language development, particularly in reading. The teachers will focus on scaffolding strategies to help ELD students acquire math concepts/vocabulary to access, engage, and achieve grade-level content standards. The strategy "Interacting in meaningful ways" will be reviewed, discussed, and applied in math content to help students achieve college and career readiness. This includes:</p> <ul style="list-style-type: none"> • Collaborative—exchanging information/ideas via oral communication and conversations. • Interpretive—listening actively and asking/answering questions about what was heard. • Productive—expressing information and ideas in oral presentations and supporting opinions or justifying arguments and evaluating others' opinions or arguments. 	<p>Continuing Strategy</p>	<p>07/01/2022 06/30/2023</p>	<p>The principal and/or administrative designee will review the professional development agenda, sign-in sheets, instructional lessons, SBAC data, and the district's mark report to determine the effectiveness of the program.</p>

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Teacher X time (non-tutor)--Four Algebra 1 teachers will meet after the regular workday on August 27 and September 3 to collaborate and develop Algebra 1 professional development materials, produce Algebra 1 pre and post-tests, and benchmark exams for the department to use and monitor students learning. Teacher X-time (non-tutor) budget information is noted in 100% graduation section).</p> <p>The math teachers will collaborate and receive training on the following specific instructional strategies to improve students learning (budgeted amount noted in 100% Graduation section):</p> <ol style="list-style-type: none"> 1. Cornell note-taking strategy to help students understand the purposeful sequence of the instructional lesson and help them learn new skills by building upon prior knowledge and connecting them to previous learning. 2. Consistent use of Thinking Maps across the math department to help students learn math concepts by summarizing, identifying similarities and differences, using nonlinguistic representations, and generating and testing hypotheses. 3. Use journal writing to challenge students to problem solve and think critically. 4. InterLeaving Practice--applying this research-based strategy to help students solve math problems (recalling by retrieval practice, reviewing the process, and connecting the process to what they know to remember it). 5. Distribute practice strategy--"chunking" for math; practice is broken up into a number of short sessions over a longer period of time. 	New Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review the professional development agenda, sign-in sheets, instructional lessons, SBAC data, and the district's mark report to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Effective Classroom Instruction

Academic : Mathematics

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Math teachers will use the LAUSD Whole Child platform and review students' data including IEP and students' reading/writing level. Teachers will differentiate instruction for at-risk students and use SDAIE strategies to introduce and teach new math concepts. To help students learn and master math concepts, teachers will also use the distribute practice strategy and chunk their lesson, practice solving math problems with students, and apply math concepts to students' lives. Teachers will use journal writing and Cornell note-taking strategies to help students problem-solve, understand the sequencing of the lesson, and build upon prior knowledge and connect them to previous learning.</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review lesson plan, classroom instruction, and the district mark report to determine the effectiveness of the program.
<p>Acquire four (4) days of Day to Day sub for class-size reduction teachers (3 CSR math) as mandated by the district. Estimated cost: \$372/day x 12 days = \$4,464.</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets and the district mark report to determine the effectiveness of the program.

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Class-size reduction teachers--To close the achievement gap, the school will acquire three (3) class-size reduction math teachers to lower the teacher-to-student ratio in Algebra 1 and/or Geometry and increase personalization and academic rigor. The teachers will provide standards-based instruction, chunk math lessons, differentiate instruction using SDAIE strategies and/or blended learning techniques, monitor students, and contact parents of at-risk students to ensure the academic success of all students. (Cost \$124,412 x 3 = \$373,236)	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets, classroom instruction, SBAC data, and the district mark report to determine the effectiveness of the program.
Teacher Auxiliaries: To be funded after norm day. Five (5) teacher auxiliary periods will be acquired to lower the class size for math classes (Algebra 1 and/or Geometry) to increase personalization, academic rigor, and support for ninth graders. The auxiliary teachers will implement standards-based lessons, differentiate instruction with SDAIE strategies, use IXL to support and monitor student progress, and contact parents/guardians to ensure students are making progress in mathematics and on track to graduate. Estimated cost: 5 x 792 hours x \$90.18 = \$71,435).	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets, classroom instruction, SBAC data, and the district mark report to determine the effectiveness of the program.
Potential Funding Variance - a 3% PFV has been included to account for possible salary increases.	New Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review attendance sheets, classroom instruction, SBAC data/dashboard information, and the district mark report to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30371361	N/A	13644	124,412	1.00	100
CE-ESSA T1 Schools (7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30463734	N/A	13644	124,412	1.00	100
CE-ESSA T1 Schools (7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30470374	N/A	13644	124,412	1.00	100
CE-ESSA T1 Schools (7S046)	1000	40239 - POTENTIAL FNDING VAR	N/A	N/A	40239	35,063		100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	4,455	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10420 - TCHR AUXILIARY	N/A	N/A	10420	71,435	0.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : Mathematics*

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Create a school-wide math initiative to address the low math scores and pass rates. Teachers will implement benchmark exams in all content, review the data including performance task questionnaires, and provide in-class intervention including reviewing and reteaching Common Core Content Standards.</p> <p>The teachers will implement first-good teaching strategies, establish clear expectations for all their students, and review the School-Parent-Student Compact with students. Students' academic progress will be monitored and the teachers will communicate with the parents when the student's grade is a D or lower. Other intervention strategies include:</p> <ul style="list-style-type: none"> • Use apps such as Delta Math, Kahoot, Khan Academy, and the Big Ideas website to differentiate instruction and check for understanding. • Teachers scaffold instruction. • Review with students before quizzes and tests—provide and practice answering sample questions. • Focus on major math concepts; reduction of assignments. • Allow students to retake tests and quizzes. • Use participation points for class activities. <p>To support at-risk students and improve academic achievement in mathematics, the following intervention will be implemented after the regular school day:</p> <ol style="list-style-type: none"> 1. Teachers, counselors, coordinators, and the administrative staff will monitor and identify at-risk students and refer them to the appropriate intervention program. 2. Teachers to provide office hours to support at-risk students. 3. Provide a credit-recovery intervention program to support students who are behind credit and are not on track to graduate. 4. Refer students to the tutoring programs (AM Tutoring and After School Tutoring), Saturday School, and/or Winter/Spring Plus, and provide office hours to students. (Academic tutorial budget noted in 100% graduation section). 5. Algebra 1 Math Lab will provide academic tutorials and support to Algebra 1 students. Tutor Teacher X time--one math teacher will be in the lab after the regular workday (5 days per week) and review lessons with students, help increase students' interest in math by using math games to reduce anxiety, and guide students to online math programs and/or blended learning tools to help them learn at their own pace and progressing to new content. Budget noted in 100% Graduation section). 	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review intervention program roster, grade reports, sign in sheets, and social contract to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District
2022-2023 School Plan for Student Achievement**

**ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated English Language Development (ELD)**

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:

<input checked="" type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input checked="" type="checkbox"/> MyData
<input checked="" type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input checked="" type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A

1. List key findings related to English Learner Programs based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

School Performance Review

According to the spring 2022 data in the LAUSD Focus Dashboard, 81 English Learners are enrolled at John F. Kennedy High School, 29 (36%) of EL students represent our newcomer population, 6 (6%) students are Potential Long Term English Learners(P-LTEL), 35 (42%) students are Long Term English Learners (LTEL), and 21 English Learners receive Special Education services. LTEL students receive designated English Language Development instruction in LTEL courses such as Language and Literacy and Advanced ELD. According to the English Learner Accountability data, of the 81 ELs who are enrolled 66 (78%) participated in the Fall 2021 Reading Inventory. The data revealed that 54 students (81%) scored Below Basic on the RI, 10 students (15%) scored Basic, and 2 students (3%) scored Proficient.

According to CDE data, in the 2020-21 school year, 16.6% of the twelve students that took the English Language Proficiency for Initial ELPAC scored Proficient. 16.6% scored as Intermediate English learners, and 66.6% scored as Novice English learners. The ELPAC summative data revealed that 79 students participated in the examination. On the Performance Levels, Nine students (11%) scored Well Developed, 19 (24%) scored Moderately Developed, 23 (29%) scored Somewhat Developed, and 28 (35%) scored Minimally Developed. The English Learner Typologies Monitoring Report (ELtMR) revealed that in October 2020, the number of ELs enrolled is 84 with the reclassification rate at 3% (3 students). The District reclassify target count was 16 students. According to the Census Day to Day Census, by June 30, 2021, of the 77 EL students enrolled, 9 (11.7%) were able to reclassify. The school did not meet the District's reclassification targeted goal (16 students).

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Program and Practice Evaluation

The district's data indicates that our RFEP rate for the 2019-2020 academic year was at 1.30%. The rate for the 2020-2021 academic year increased to 3.90%. The increase was from the multiple opportunities the English Learners had to participate in the Bridge to Reclassification program in the Fall of 2020. Additionally, several selected LAUSD students participated in Spring 2020 ELPAC. Information from the Focus Dashboards revealed that 86% of our English Learners were in Profile G and H. 35 Profile G ELs did not meet the requirements for ELPAC. Distance learning posed great challenges to the students and the learning process. Some students did not pass their ELD or English classes. Many EL students did not have an environment suitable to practice and learn English, receive immediate feedback from peers and their instructors, or access grade-level reading materials. In addition, the reading Inventory results revealed that 89% of our ELs participated in the Fall RI assessment. Only 13 (17%) of our English Learners met the Basic/Proficient criterion. 82% of our English Learners scored Below Basic. Students need more instructional support, work on basic English language skills (including grammar), and time to practice reading and writing.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

New and Revised Strategies

The ELD Designee and the Title III Coach will work with ELD and ELA teachers to support EL students' academic needs. Teachers will be involved in local District workshops/in-service or cadres on Designated and Integrated ELD instruction. The ELA department will continue to analyze student data to inform instruction (RI, SBAC, ELPAC, and student writing samples). Teachers will meet to plan, develop, and implement Designated or Integrated ELD lessons. Lastly, teachers will participate in SPED- PD directed at LTEL students. Participation in Spring/Summer curriculum training on Reading Horizons, Rosetta Stone, and Discovery Education5. The school will continue to provide support to ELs with targeted tutorial/intervention services to improve overall levels on RI and SBAC.

State the School's Measurable Implementation Objective(s) for 2022-2023 *Required

In order to improve our program and practice, the EL Designee and/or Title III Coach and ELD teachers will attend one-on-one data chats after the 10-week mark report and meet three times in 2022-23 to review EL student data including ELPAC and RI data, EL curricula, and create reclassification action plans with targeted instructional supports as measured by the sign-in sheets.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

State the School's Measurable Improvement Objective(s) for 2022-2023 *Required

In order to address our red and orange status on the CA Dashboard by June 2023, ELD teachers will focus instruction on language development and standards-based instruction to help EL students master content standards and improve on the SBAC test by 20% from 140.1 points below standards in 2019 to -112.08 in June 2023.

Must complete at least two Focus Areas, including Building Parent Capacity and Partnership to Support the Academic Goal.

When addressing this Goal, include Designated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Learner Programs*

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Lesson Planning-- ELD teachers will meet before the academic school year and use the JFK Information-Driven Instructional Cycle to review EL student data and identify areas of need. The teachers will collaborate and develop lesson plans that are rigorous and student-based and create benchmark assessments for the ELD classes.</p> <p>The EL Designee and Title III Coach will work with EL teachers to develop lesson plans that are well thought out with objectives aligned to the language acquisition process--Speaking, Writing, Interacting, Reading, and Listening. Teachers will provide culturally relevant lessons and differentiate their instruction with technology, blended learning, web-based instruction/apps, incorporate students' native language when appropriate, and connect the lessons to real-world experience.</p>	Continuing Strategy	07/01/2022 06/30/2023	Administrators will conduct classroom observations to ensure the implementation of the standards-based lessons, benchmark assessment data, and district mark reports to determine the effectiveness of the program.
<p>Data Analysis-- ELD teachers will meet regularly and use the JFK Information-Driven Instructional Cycle to review EL student data at the beginning of the semester and develop action steps to support student learning. The academic intervention will be provided in the classroom to include reteaching of the instructional lessons, one-on-one support with a paraprofessional, and the use of the Listenwise app to improve listening and academic language skills. Ri and ELPAC data will be reviewed to help English Learners (ELs) make progress in Reading and Writing and prepare them for ELPAC examination. At-risk students will be referred to academic tutoring before and after school.</p>	New Strategy	07/01/2022 06/30/2023	Administrators and administrative designees including the Title III Coach will review agendas, data summary sheets, and the implementation of the action plans to determine the effectiveness of the program.
<p>Professional Development-- Professional development will be provided to teachers working with ELs on: 1. cultivating healthy relationships and being culturally responsive. 2. teach language skills across the curriculum. 3. emphasize productive language--speak, write, interact, read, and listen. 4. differentiate and use multiple modalities. 5. incorporate students' native language & differentiate instruction with technology.</p> <p>Teachers of Integrated and Designated ELD courses will receive training in the implementation of daily ELD instructional strategies to ensure ELs are provided access to the core curriculum. EDGE curriculum planning and ELD data chats will be part of banked Tuesdays. PD will highlight essential practices to develop academic languages: 1. using complex sentences. 2. fostering academic interaction. 3. using Constructive Conversation skills to increase academic interaction during both dELD and iELD.</p>	New Strategy	07/01/2022 06/30/2023	Administrators will conduct classroom observations to ensure the implementation of strategies acquired during PD. Teachers will be provided actionable feedback on observations. Exit surveys to determine the effectiveness of the PD.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Effective Classroom Instruction Academic : English Learner Programs

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>To help EL students strengthen their language development ELD teachers will scaffold their lessons, tap into students' background knowledge, differentiate instruction, use informal assessment to pace lessons and check for understanding, and use peer learning strategy to help students practice their new language skills.</p> <p>To increase the effectiveness of the EL program, ELD teachers will participate in the following:</p> <ol style="list-style-type: none"> 1. Lesson study and data analysis (RI, SBAC, ELPAC). 2. Development of Designated and Integrated ELD lessons/strategies to include Constructive Conversations skills, Reciprocal Teaching, and Cloze Reading strategies. 3. Provide demonstration on Designated and Integrated ELD lessons. 4. Cognitive coaching. 5. Implement strategies to support CCSS, such as high-rigor activities, project-based assignments, and collaborative work. 6. Access complex text and the development of text-dependent questions. 7. Integrate technology or web-based apps (Palet, Kami, Kahoot, etc.) into their daily instruction. 	Continuing Strategy	07/01/2022 06/30/2023	Administrative staff/EL Designee will monitor activities related to PDs and provide actionable feedback. Administrators/EL Designee will conduct classroom observations to assess the implementation of differentiated ELD/Core instruction. Bilingual TAs will be placed in proper classrooms to provide primary language support and reinforce key concepts.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Interventions During and After the School Day and Other Supports Academic : English Learner Programs

Strategies			

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>The EL Designee and Title III Coach will provide support to EL teachers and promote effective learning strategies to help at-risk EL students and support the implementation of the Common Core/ELD State Standards. ELD teachers will create a welcoming classroom environment that supports the social and emotional health of all students, use Thinking Maps, implement the language acquisition process (Speak, Write, Interact, Read, Listen (SWIRL)), and teach/pracitce academic oral language skills. Teachers will closely monitor EL students, coordinate with the EL Designee and counselors, communicate with parents, and have office hours to support students. Paraprofessionals will be provided to reinforce classroom instruction, work in small groups, or provide one-to-one support.</p> <p>To provide access to core instruction and intervention for English Learners, EL Designee and teachers will:</p> <ol style="list-style-type: none"> 1. tutorial services after school for those LTELs who scored BB and FBB on RI. 2. provide targeted instruction and support for RFEP students not meeting grade-level standards. 3. provide functional literacy skills activities to students scoring below basic on RI. 4. provide afterschool tutoring to LTEL/ELD students needing foundational literacy/reading intervention as determined by ELPAC and RI data results. 5. refer at-risk students to intervention and support for English Learners not successful in Tier 1 instruction. Tutoring for ELs will be conducted in small groups of 4-6 students on reading/writing/foundational literacy skills and/or Saturday School Credit Recovery Program. 6. Provide targeted intervention and tutoring for EL students not succeeding in core classes. <p>In addition, the administrator overseeing the EL program will conduct monthly classroom observations and provide support to EL teachers as needed. Instructional Rounds will be implemented to identify instructional practices that are effective to EL students at John F. Kennedy High School (i.e. SDAIE methodology, scaffolding/bridging, presentation of lessons, and check for understanding).</p>	Continuing Strategy	07/01/2022 06/30/2023	EL Designee will analyze student data (ELPAC/RI), set student growth targets, analyze SBAC data and create action plans to monitor struggling EL students. Academic progress will be monitored by reviewing monthly assessments. Administrator/EL Designee will supervise Intervention/tutoring program and provide feedback to see if program goals and objectives were met.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District
2022-2023 School Plan for Student Achievement**

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Parent And Community Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to parent, community, and student engagement based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

School Performance Review

School Performance ReviewThe COVID-19 pandemic brought many challenges to parents, students, and the school. It negatively affected the educational experience for students and parents. According to the Parent Portal Registered Yearly Comparison, the Students with Registered Parent percentage increased from 71% in 2020-21 to 75% in 2021-22. Although many parents have activated their Schoology accounts to monitor their student's academic performances, 25% of parents still need support. The 2020-21 School Experience Survey data reviewed that the Overall Parent Engagement is 85% for Kennedy HS, a 7% increase from 2020-21. The Overall Connectedness for students in 2021-22 is 61%, a 1% drop from 2020-21. However, many parents agreed that the school informed them of the school and district's policies. The 2021-22 School Experience Survey revealed a 13% increase from 80% in 2020-21 to 93% in agreement with the statement, "This school provides me with information (verbal and written) I can understand." Also, 89% of parents surveyed agreed with the statement, "This school provides information on grade-level requirements for my child." a 4% growth from 2020-21.

Of the 1,763 students that completed the 2021-22 School Experience Survey, 79% of students reported that teachers give them a chance to take part in classroom discussion, a 4% increase from the previous year. For the question, "I know which A-G courses I need to pass with a "C" or better, to get to college." 80% of the students surveyed agreed, a 10% drop from the previous year. The data also revealed that 56% of the students surveyed agreed with the statement, "Adults at this school have talked to me about different career choices for my future." a 10% drop from the previous year.

Due to the pandemic, limited information is provided on the CA Dashboard. The data from the 2021-22 School Experience Survey indicated that teachers and staff care about students. 62% of students (1,745) surveyed agreed that teachers at the school treat them fairly. Also, 92% of parents surveyed in 2021-22 agreed to the statement, an 8% improvement from the previous year, "My child is clearly informed about the consequences of breaking school rules." On the CA Dashboard in 2019, the school's Suspension Indicator was "Green". The suspension rate dropped significantly in 2021-22. Only 5 students (.2%) were suspended in comparison to 9 students in the 2020-21 school year. The suspension rate for African Americans dropped from 5.4% in 2020-21 to 0. For the Latino subgroup, the suspension rate also dropped from .3% in 2020-21 to .2% in 2021-22.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Program and Practice Evaluation

Parent communication and engagement are important to students' academic success. As of February 22, 2022, 75% of parents have registered through the LAUSD Parent Portal, an increase of 4% from the previous year. However, the pandemic created many challenges for the students, parents, and the school. Distance learning decreased personalization and connectedness to the school. For the class of 2024 and 2025, this is their first year on a high school campus. Many students have to adjust to in-person learning, learn ways to connect with the school, build relationships with fellow students and/or teachers, and complete and submit classroom assignments. According to the 2021-22 School Experience Survey, Students' Overall Self-efficacy dropped by 3% from 55% in 2020- 21 to 52% in 2021-22. However, 81% of parents surveyed in 2021-22 agreed that they've attended events in person and online at their child's school; a 17% increase from the previous year (64%).

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

New and Revised Strategies

COVID-19 continued to create challenges for parents, students, and the school. To increase parent involvement and engagement, Kennedy HS will use the Kinvo application to engage families through two-way text messaging. This will connect parents with the school, increase student attendance, and improve student engagement in the classroom. The school will send a monthly newsletter, make phone calls, and use ConnectEd, Schoology, and Blackboard Connect to inform parents of school activities. Coordinators, PSA, and PSW will collaborate with the Parent Center Community Representative to provide parent workshops and/or classes to increase parent engagement.

State the School's Measurable Implementation Objective(s) for 2022-2023 *Required

In order to improve our program and practice, the school's Title One Coordinator, the Parent Community Representative, PSA, and PSW will meet three times in 2022-23 to review parent survey data, planned, and provided six parent workshops/training on A-G requirements, attendance, college and financial aid, and SEL to support student learning as measured by the training and sign-in sheets.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

State the School's Measurable Improvement Objective(s) for 2022-2023 *Required

By June 2023, 5% more parents will agree to the following statement on the School Experience Survey, "This school provides instructional resources to help me support my child's education." from 85% in 2021-22 to 90%.

Focus Area: Student, Staff, Parent Engagement *Required Parent And Community

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>The school will use the JFK Information-Driven Instructional Cycle to review information/data, develop action plans, and implement initiatives to increase parent communication and engagement. Professional development and training will be provided to staff on how to use the various tools/methods to communicate with parents and to respond to parents in a timely manner. Teachers, students, and parents will review the amended 2022-23 School-Parent Compact.</p> <p>Coordinators, counselors, and staff will provide workshops/classes in the Parent Center to increase parent engagement and involvement. Parent classes and workshops will include but are not limited to:</p> <ol style="list-style-type: none"> 1. Schoology, LAUSD parent portal, and how to support student learning. 2. technology workshops to help parents communicate with school staff (i.e. how to use the Chromebook to navigate the LAUSD parent portal/district's resources, how to use Schoology to monitor students' academic achievement, and how to use and respond to emails, etc.). 3. the school's Parent Involvement Policy and School-Parent Compact. 4. Algebra 1 for parents and English as a Second Language class for parents. <p>Community Representative --The school and the Community Rep. will conduct parent outreach, inform and invite parents to school events. The Parent Center Community Representative will collaborate with teachers, administrators, and students to organize the school's orientation days. Parents/guardians will be encouraged to use Schoology to communicate with the school staff. Parent workshop sign-up sheets will be available on orientation days and at Back-to-School Night. To increase parental involvement, the school will:</p> <ol style="list-style-type: none"> 1. collaborate with Parent Teacher Student Association (PTSA) to support parent and school programs. 2. use the Kennedy Senior High School Parent Passport to increase parent participation in school events/activities. 3. recruit parent volunteers for school activities. 4. have the Parent Center Community Representative help implement SEL and review the 2021-22 survey questions and results with parents and other stakeholders. 5. review and train staff on school platforms for communication (Schoology, Blackboard Connect, Connect Ed, Remind, etc.). Renew license as needed. 6. have the school staff communicate with parents regularly using Schoology and/or Blackboard Connect. 7. have teachers communicate with parents if a student's grade is a D or lower. 	<p>Continuing Strategy</p>	<p>07/01/2022 06/30/2023</p>	<p>The instructional leadership team and the Parent Center Community Rep. will review the 2020-21 School Experience Survey, sign-in sheets at Open House and Conference Night to determine the effectiveness of the program.</p>

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Parent Conference Attendance--Parent involvement is important to the school. Kennedy Senior High School sees parents/guardians as equal partners in educating students. Parents will be encouraged to take leadership roles at school meetings/events and get involved in school leadership groups (School Site Council, English Language Advisory Committee, School Base Management, PTSA, etc.). Parents will also be encouraged to attend conferences and/or district workshops to hear from professionals on ways to connect with schools, parenting strategies, and raising adolescents in the 21st century. Conferences and workshops include those sponsored by LAUSD and/or LACOE, AMAE, CABE, CMAA, and COBA. (\$1,000 budgeted in 7E046).</p> <p>The PSA and PSW will coordinate and facilitate workshops and activities in the parent center to increase parent involvement. Workshops include, but are not limited to, ninth-grade orientation (August 9-12), A-G workshops, how to help students get good grades, transitioning to high school, high school expectation, and college readiness, and self-esteem /anti-bullying activities to parents. (Also noted in the 100% graduation section).</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets and the CA Dashboard data to determine the effectiveness of the program.
<p>Review and train staff on school communication platforms (Schoology, Blackboard Connect, ConnectEd, Kinvo, Remind, etc.). School staff will respond within 24 hours to parents' communique and/or concerns. In addition, all grade reports (the Five-Week, Ten Week, Fifteen Week, and Twenty Week Progress reports) will be mailed to parents/guardians.</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review workshop topics, sign-in sheets, and data from the School Experience Report to determine the effectiveness of the program.
<p>Medical-Health benefits will be provided to the Community Representative as noted by Assembly Bill 2160 and 2261 (budgeted in 7S046 and 7E046)</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review workshop topics, sign-in sheets and data from the School Experience Report to determine the effectiveness of the program.
<p>General Supplies Technology- to acquire printer toners, and Duplo master rolls/ink to support parent engagement activities including creating handouts for parent workshops/classes, print parent monthly newsletter, and printing mark report to parents as needed.</p> <p>The estimated cost for HP M426fdw Toner is \$189.99 each; Duplo ink \$35 each; Duplo master roll \$125 for a box of two.</p> <p>toner 1 x \$189 = \$189 (from LAUSD warehouse) Duplo master roll 2 x \$125 = \$250 Duplo Ink- \$35</p> <p>Estimated tax=\$26</p> <p>Grand total= \$500</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review workshop topics, sign-in sheets, and data from the School Experience Report to determine the effectiveness of the program.

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Teacher-Parent Activity Differential - a differential will be provided to a teacher to plan the ninth-grade orientation for August 2022 and support the Parent Center during the fall semester. Activities will include: 1. Parent involvement activities 2. Transition to high school and expectation of parents and students (A-G requirements) 3. Campus tour and meeting office personnel 4. Resources available to parents (Parent Center, PTSA, ELAC, SSC, PSA/PSW, and Special Ed. Office)	New Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets and the CA Dashboard data to determine the effectiveness of the program.
Potential Funding Variance- a 3% potential funding variance has been included to account for possible salary increase.	New Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review meeting agendas and sign-in sheets determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30454207	N/A	27785	14,095	1.00	50
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30454207	N/A	27785	14,095	1.00	50
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	500		100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	50073 - PARENT CONF ATTND	N/A	N/A	50073	1,000	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	30224 - UNIT G-H&W MED BENF	N/A	N/A	30224	1,420	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30224 - UNIT G-H&W MED BENF	N/A	N/A	30224	1,420	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	10365 - TCHR PRNT ACT DIFF	N/A	N/A	10365	788	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40239 - POTENTIAL FNDING VAR	N/A	N/A	40239	501	0.00	100

Focus Area:

Student, Staff, Parent Communication ***Required**

Parent And Community

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>The school's website will be updated on a regular basis to include a monthly calendar and school activities and events. The school will use a variety of methods to communicate with parents, students, and teachers, including school mail, phone calls, emails, Schoology, Connect Ed, Kinvo, and scheduled meetings/conferences.</p> <p>The following methods will also be utilized to improve parent communication:</p> <ol style="list-style-type: none"> 1. use parent surveys to determine the needs and interests of parents. 2. use the automated phone system to inform parents of student's attendance. 3. monthly "Coffee with the Administrators" to encourage communication between parents and the school. 4. mail progress reports (the Five-Week, Ten Week, Fifteen Week, and Twenty Week) and encourage parents to follow up with conferences to maintain academic progress. 5. parents to attend Schoology workshops/training and activate their account. 6. send out fliers or Schoology messages to invite parents to attend school meetings including conference nights, magnet meetings & school tours, annual Title One meeting, ELAC meetings, SSC meetings, PTSA meetings, awards ceremonies, etc. 	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets, phone logs, Schoology data, and teacher communicate with parents to determine the effectiveness of the program.
<p>Acquire supplemental reading materials to support parenting workshops and classes in the parent center. Reading materials will empower parents to navigate the educational systems and provide support to their children. Titles include but not limited to the following from WoodburnPress.com: Coping with change (\$.98/copy x 200 = \$196) Alternative to College (\$.98/copy x 47 = \$46) Reasons to see your counselors (\$.98/copy x 200 = \$196)</p> <p>Estimated tax and shipping= \$46 Grand total =\$473</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review parent workshop attendance rosters, parent conference night sign-in sheets, and the data from the School Experience Report to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	473		100

Focus Area: 100% Graduation and Beyond - Building Parent Capacity and Partnership ***Required** Parent And Community

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>The school will use the JFK Information Driven Instructional Cycle to review parent information/data and create action plans and implemented to improve parent engagement and involvement. The school will continue to build partnerships with parents and the community to support the academic growth of students. Teachers will monitor student progress and contact parents/guardians if a student's grade falls below a D. The Parent Center will continue to build stronger, healthier families by empowering parents through resources, services, and parenting education. Kennedy HS Parent Passports will be issued to parents and guardians. They will be encouraged to attend school events and activities.</p> <p>Coordinators, counselors, teachers, and the Parent Center Community Representative will help facilitate parent workshops, classes, and provide basic conversational language class to help non-English speaking parents understand the school culture, expectations, and policies. Teacher activity differential will be provided to teachers to help build parent capacity and support parent engagement.</p> <p>The Parent Center will have computers linked to the school's website, LAUSD parent portal, and Schoology. Additionally, the schools Title I Coordinator, TSP Coordinators, counselors, administrators, and school staff will collaborate with the Parent Center to provide workshops based on parents' needs and help parents expand their capacity to support their children emotionally, socially, and intellectually. Workshops and classes include:</p> <ol style="list-style-type: none"> 1. ESL speaking class 2. A-G requirements 3. College/financial aid information 4. Common Core State Standards 5. The School Plan for Student Achievement 6. The School Safety Plan 7. The School Report Card 8. Parent Compact and Parent Family Engagement Policy 9. Restorative Justice <p>(Parent classes and workshops will be funded with other school funds and/or grants).</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal or administrative designee will review sign-in sheets and parent survey data to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: ELA - Building Parent Capacity and Partnership ***Required** Parent And Community

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Contract Instructional Services-- To establish a contract with private businesses and/or community organizations to provide parent classes. These classes will empower parents to become involved in the school system and work with their children to plan for college and careers. The Parent Center will coordinate with the Red Cross to provide CPR classes to parents and stakeholders at no cost.</p> <p>The school will contract with the Parent Ed. Agency, LLC will provide workshops and classes. Parent courses include the following:</p> <ol style="list-style-type: none"> 1. Using computers (costs \$2,000 per class) 2. English as a Second Language (cost \$2,000 per class) 3. Transitioning to High School (cost \$1,500 per class) <p>Parent surveys and needs assessments will be conducted in the fall to determine the needs of the parents. The school will apply for grants from Beyond the Bell to fund some parent workshops and classes.</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal or administrative designee will review parent class /workshop sign-in sheets, parent surveys, and data from the School Experience Report to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: **Mathematics - Building Parent Capacity and Partnership *Required** *Parent And Community*

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Parent support is key to student academic success in math. The Parent Center will continue to offer basic math and/or Algebra 1 introductory class to parents. A-G workshops will be provided to parents to understand the district and college requirements for students (including the number of math courses needed to graduate and/or attend universities). The math department will utilize the following strategies to keep parents informed and involved with student learning:</p> <ol style="list-style-type: none"> 1. Use Schoology to inform parents of their student's grades. 2. Teachers to monitor students' grades and contact the parents/guardians when the students' grades drop to a D or lower as noted in the School-Parent Compact. 3. Post assignments on Schoology and respond to student/parent's inquiry in a timely manner. 4. Teachers to make/return parent phone calls in a timely manner. 5. Utilize Blackboard Connect to support struggling students. 6. Invite parents to participate in parent-teacher conferences and attend math workshops in the parent center. 	Continuing Strategy	07/01/2022 06/30/2023	The principal or administrative designee will review sign-in sheets, phone logs, and district mark reports to determine the effectiveness of the program.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: EL Programs - Building Parent Capacity and Partnership ***Required** Parent And Community

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
The community representative, in conjunction with the EL Designee and administrator, will help build parent capacity and partnership of English Learners' parents. Parents will be encouraged to visit the school site and participate in the school tours to meet EL teachers, coordinators, and support staff. The following activities will also be implemented to increase EL parent involvement: 1. ELAC required meetings. 2. Back to School Night, Parent Conference. 3. LTEL parent meetings two times per year. 4. Parent workshops related to CA ELD standards. 5. Workshop on A-G graduation requirements. 6. Reclassification Awareness workshop. 7. Student/Family literacy evening workshop. 8. Parent communication via Schoology online reporting system. 9. Master Plan Program Options. 10. English Language Advisory Committee functions and requirements. 11. ELPAC assessment and results workshop for EL parents. 12. Model lesson workshops for parents to enhance learning and increase student achievement.	Continuing Strategy	07/01/2022 06/30/2023	Administrators and EL designee along with the Parent Center liaison will monitor and provide feedback via surveys, parent participation and workshops. EL designee and the Parent Center Community Rep. will debrief on the AMAE and CABE conference and assist with their presentation to ELAC members.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: 100% Attendance - Building Parent Capacity and Partnership ***Required** Parent And Community

Strategies								

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>The PSA and PSW will coordinate with the Parent Center Community Representative and develop workshops and parent activities to build parent capacity and increase parent engagement. Parent activities include, but are not limited to, planning the Ninth Grade Orientation, presenting at orientation day, design and facilitate parent classes/workshops on "Attendance Matter," "How to help at-risk students maintain good grades," Social Justice, and Social Emotional Learning (SEL) activities.</p> <p>The PSA and PSW will use the LAUSD Whole Child platform to monitor the attendance of at-risk students and special population groups. Phone calls will be made to parents/guardians to support student attendance. If needed, home visits will be conducted to provide additional support/services to students and families.</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal or administrative designee will review attendance record, sign-in sheets, the School Experience Survey report, and SBAC data to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Los Angeles Unified School District
2022-2023 School Plan for Student Achievement

100% ATTENDANCE, SUSPENSIONS, SCHOOL SAFETY, AND OTHER SUPPORTS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this 100% Attendance Goal:
<input type="checkbox"/> ELPAC
<input checked="" type="checkbox"/> Whole Child Integrated Data System
<input checked="" type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input checked="" type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A
<input checked="" type="checkbox"/> Other: LAUSD FOCUS

1. List key findings related to 100% attendance, suspensions, school safety, and other supports based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). CA Dashboard data must be included when available. *Required

School Performance Review

According to LAUSD Focus data, in August 2021 the attendance rate was 96.6%; the attendance continued to be in the mid ninety percentile. For Attendance, the Month-to-Month comparison (2020-2021 and 2021-2022) revealed that January 2022 – February 2022 were the months with the greatest percentage point change. There was a –4.1 % change in January 2022 (96.9% in 2020-2021 to 92.8% in 2021-2022). -3.9 % change in February 2022 (96.8% in 2020-2021 to 92.8% in 2021-2022). For Cumulative Attendance, the data revealed that August 2021 had the highest attendance rate (96.6%) while January and February of 2022 had the lowest attendance rate both at (92.8%).

LAUSD Insights data revealed that as of February 2022, there were 42 disciplinary referrals. Five referrals resulted in suspension or .2%. All five suspensions are from the Hispanic subgroup.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Program and Practice Evaluation

Factors that contributed to the high rate of absenteeism were due to ongoing COVID policy changes, COVID-19 testing mandates, family concerns to COVID-19 exposure, students absent due to quarantine/district protocols, and surge in positive COVID-19 cases due to the Omicron Variant.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

New and Revised Strategies

The school has taken precautionary steps to ensure that students and staff are safe by having weekly testing available two times per week, mask mandate, and cleaning protocols. Additionally, 100% of the staff is fully vaccinated against COVID 19, 90% of students have been vaccinated or have conditional approval, and 95% of athletes have been vaccinated and/or approved to participate in extracurricular activities. The School Safety Committee will meet regularly to discuss district initiatives, monitor at-risk students, and refer students to Student Study Team to provide additional support.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A

State the School's Measurable Implementation Objective(s) for 2022-2023 *Required if this Goal is addressed.

In order to improve our program and practice, the Dean in conjunction with PSA/PSW and assistant principal in charge of discipline will implement Restorative Justice and Social-Emotional measures to increase school attendance as measured by attendance and suspension rates.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

State the School's Measurable Improvement Objective(s) for 2022-2023 *Required if this Goal is addressed.

In order to improve on the CA Dashboard status by June 2023, Kennedy's suspension rate will decrease from 0.2% to 0.1% as measured on the CA Dashboard.

Focus Area: Lesson Planning, Data Analysis, and Professional Development 100% Attendance

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>All stakeholders will use the JFK Information Drive Instructional Cycle to review survey information and data from the CA Dashboard, create action plans, and implement school initiatives/policies to create a positive school climate and increase parent involvement. The school and parents will work as equal partners to improve student attendance and learning. The ILT and the school's Safety Committee will review, amend, and share the school's Safety Plan with all stakeholders. The school's Discipline Committee will provide professional development and training to teachers and staff on the district and school's discipline procedure, report and document incidents in MISIS, and monitor at-risk students.</p> <p>The school's Community Representative and the Parent Center will continue to support the following events and activities to increase parent involvement.</p> <p>I. Parent workshops that focus on:</p> <ol style="list-style-type: none"> 1. How parents can support student learning in high school. 2. How to help students get good grades. 3. Ways parents can support a positive school climate. 4. How to have a meaningful parent-teacher conference. 5. How to read and understand the CA Dashboard data. <p>II. Provide orientation day(s) for incoming ninth-graders and parents/guardians and encourage parents to participate in decision-making councils. Parents will be asked to attend district workshops and/or conferences such as CABA and Council of Black Administrators (COBA) to be trained on parenting strategies, volunteering at school sites, and how to help children succeed in school.</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review conference attendance sheets, workshop agenda, sign-in sheets, and the CA Dashboard data to determine the effectiveness of the program.
<p>Provide professional development to teachers and staff on using Kinvo, web, and mobile family engagement app to strengthen the school-home connection by equipping stakeholders with the information they need to be active participants in preventing student disengagement.</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review Kinvo data report, students/parents feedback on surveys, and district mark reports to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: 100% Attendance, Suspensions, School Safety, and Other Supports Interventions 100% Attendance

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>The Social-Emotional Learning Committee will continue to meet monthly to review the needs of at-risk students and provide professional development to the teachers and staff. Teachers will report and refer students to the counselors and the administrative team using MISIS. The school psychologist, counselors, PSA, PSW, and the administrative leadership team will review referrals, students' educational plans, and make the necessary referrals to the appropriate social service agencies such as Camp Grizzly and el Nido.</p> <p>The school will implement the following initiatives to create a culturally responsive and equitable learning environment for students:</p> <ol style="list-style-type: none"> 1. Growth mindset. 2. Restorative Justice. 3. The Three Bs for School Safety--"Be safe, be respectful, be responsible." 4. Great Kindness Challenge. 5. Capturing Kids' Heart Program. 6. Start With Hello Program to address and prevent student isolation. 	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets, agendas, students referrals, and the CA Dashboard data to determine the effectiveness of the program.
<p>The nurse will work with the administrative leadership team to develop and articulate the emergency care plans for students with life-threatening health conditions such as severe allergies to peanuts or bee stings, severe asthma or diabetic students with insulin reactions, etc. to the staff. Also, the nurse will provide supplemental health services to students as needed and facilitate professional development on the district mandates (including LAUSD Covid-19 policy) and preventative measures to ensure the health and safety of students and staff. The nurse will also conduct health related workshops (disease prevention strategies) to parents in the Parent Center (funded by grant and/or general funds).</p>	Continuing Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets, agendas, students referrals, and the CA Dashboard data to determine the effectiveness of the program.
<p>To improve the school culture, the Psychiatric Social Worker and school staff will develop and implement a preventative program, "I Take a Stand," to help students deal with racism, homophobia, and xenophobia. Students who complete the program will earn certificates for their portfolio and become peer mediators to support intervention activities in the homerooms, Cougar Talks, and/or present on the Morning Show.</p>	New Strategy	07/01/2022 06/30/2023	The principal and/or administrative designee will review sign-in sheets, agendas, the School Experience Survey, and the CA Dashboard data to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Resource Inequities and Evidence-Based Interventions (RI)

RESOURCE INEQUITIES REVIEW

Guidance and Instructions: All schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Alongside your Local District support staff, consider the Resource Inequities reflection prompts available here. Note that responses to questions 1 through 3 must be actionable at the school site.

1. What actionable inequities were identified by the school?

Lack of Meaningful Access to Saturday School Credit Recovery Program: The Saturday School Credit Recovery Program was created in spring 2019 to help students who are behind on credits to be on track to graduate and be college-ready. It is a sixty-hour program; classes are from 8:00 AM - 12:15 PM for sixteen Saturdays. According to the MISIS report, as of March 16, 2022, 940 magnet students are enrolled; 124 students take the school bus to school. The A-G "D" or Better Requirement by location revealed that there are 403 students in the Architecture, Digital Design, and Film Magnet (ADDF); 12 students are in Tier 3 (Missing 5+ A-G courses), 19 students are in Tier 2 (Missing 3-4 A-G courses), and 68 students are in Tier 1 (Missing 1 A-G course). Of the 453 in the Gifted and High Achieving Medical Magnet (Medical Magnet), 4 are in Tier 3, 3 are in Tier 2, and 37 are in Tier 1. Eighty-four students are in the Global Leadership/Environmental Action Magnet; 8 students are in Tier 2 and 16 students are in Tier 1. In the residential school, of the 1,314 students, 107 students are in Tier 3 (Missing 5+ A-G courses), 90 students are in Tier 2 (Missing 3-4 A-G courses), and 313 students are in Tier 1 (Missing 1 A-G course). On January 29, 2022, 194 students enrolled in the Saturday School Credit Recovery Program. Fifty-three percent (103 students) of the enrollment are from the residential school, 45 students (23%) are from ADDF, 31 students (16%) are from the Medical Magnet, and only 13 students (6%) are from GLEAM. This disproportionality is concerning in view of evidence that the Saturday School Credit Recovery Program is working. 97% of the students enrolled in the program in the spring 2021 program passed their class and earned credits. Based on our root cause analysis, which includes phone calls to parents and meetings between counselors and students, the following factors prevented at-risk students from participating in the Saturday School Credit Recovery Program: competing responsibilities such as babysitting siblings, a job to supplement the family income, lack of access to transportation, and overburdened with their academic schedule and/or assignments. The option to have a credit recovery program only on Saturday has led to inequitable access to intervention for many at-risk students.

Lack of parent involvement and engagement in student learning: The school invested in many resources to engage in school activities. The administrative staff, coordinators, and the Parent Center Community Representative sent out parent surveys, analyzed the survey responses, and developed parenting classes and workshops to meet the needs of parents. Parent workshops and classes include Coffee with the Principals, A-G requirement workshop, Mental Health Class, College Career Center workshop, English as a Second Language class, Computer /Chromebook class, etc. 90% of the workshops and classes are in the morning during the school day. The information shared at the workshops and classes would help parents understand the school system and help them support their students. However, the attendance is low. The average attendance for the ESL class is 16 parents, 11 for the Mental Health class, 17 for the Computer class, 10 for the A-G workshop, 6 for Parent support skills workshop, 8 for Road to Successful School Year workshop, and 21 for Coffee with the Principals. Additional data from the School Experience Survey (2021-22) revealed that only 77% of parents agreed to the following statement "I can easily find information about his school's parent workshop or other programs" a 10% increase from 2020-21. LAUSD FOCUS data revealed that in the 2021-22 school year, 75% of parents, an increase of 4% from 2020-21, have activated their LAUSD Parent Portal account and accessed Schoology. However, 25% of the parents still need to activate their Schoology account to monitor their child's academic progress. We identified several key factors that contributed to the low parent attendance and resulted in inequitable access to parent workshops/classes. According to the 2021-22 school ranking report, 70% of Kennedy Senior High School families qualified for the federally assisted meal program, National School Lunch Program. Many parents, therefore, work to supplement the family income and cannot attend the parent classes, workshops, and/or meetings during the day. Lastly, a significant number of magnet students (13%) take the school bus to school. Many parents do not have access to transportation to attend parent workshops/classes on-site. The school leadership team recognizes these barriers and will review alternate schedules, including evening classes and Saturday classes, and/or Zoom meetings/workshops to better meet the needs of parents and stakeholders.

Inequitable Access to Technology-Based Instruction Opportunities: As mentioned previously, 70% of Kennedy High School students are socioeconomically disadvantaged. Many students struggled to have devices for online learning. LAUSD provided Chromebook to individual students and teachers to support learning. Although students now have the devices for online learning, many do not have the money to pay for internet services. The district continues to provide mobile internet hotspots to students. As of March 16, 2022, three hundred ninety-eight (398) mobile internet hotspots were issued to students. This improved access to many students. However, many still cannot access Schoology or web-based instruction/assignments online. Students reported that they still cannot access the internet from their residents and do not know what to do. According to the 2021-22 School Experience Survey, only 69% of the 1,710 students that participated in the survey agreed with the statement "There is someone who helps me when I have a problem with technology at home." The root cause of technology disparity is economic and residential location. Many families do not have available funds to acquire technology or subscribe to internet services. Once the hotspot reached its data limit, students will no longer have access to the internet. Some live in areas with no internet towers and therefore, do not get internet services even with a hotspot.

Inequitable use and Distribution of Educational Resource Aides: In 2021-22, Kennedy High School uses Title One and TSP funds to purchase six Educational Resource Aides and two teacher assistants. Six Educational Resource Aides work six hours/day and one works three hours/day. The teacher assistants work six hours/day. They were assigned to core classes (English, math, science, and social sciences). Based on the SBAC, CAASPP, ELPAC data, and district mark reports, many of the significant subgroups did not meet the content standards. The Twenty Week grade report in June 2021, revealed that many 497 students have one or more D grades and 885 students have one or more F grades. One hundred twenty-three students failed Algebra 1, 117 students failed Algebra 2B, 137 students failed Geometry, 87 failed their history course, and 76 failed Biology. As a result, 123 students are Tier 3 students, missing five or more A-G courses. The coordinator and the administrative leadership team will review student data, monitor at-risk students, and place paraprofessionals into core classes with the greatest needs, particularly Algebra 1, Geometry, and Algebra 2. Additional teacher assistants and/or Ed. Resource Aides will be purchased to support ELD classes to support English Learners.

2. Which inequities are priorities for the school to address?

The school will address the following inequities: 1. Lack of Meaningful Access to Saturday School Credit Recovery Program 2. Inequitable use and Distribution of Educational Resource Aides 3. Inequitable Access to Technology-Based Instruction Opportunities

3. How will the school address these inequities?

Lack of Meaningful Access to Saturday School Credit Recovery Program--Preventative measures will be taken to ensure students are not behind on credits. Teachers, counselors, coordinators, and the administrative leadership team will work in concert to monitor students' academic progress. As stated in the School-Parent Compact, teachers are to contact parents/guardians when students' grade is a D or lower. Teachers will publish their office hours, support/intervention hours, on the school's website. Using the LAUSD Whole Child platform, the counselors will meet with students that are behind on credits and refer them to academic intervention programs. The Instructional Leadership Team (ILT) and the counselors will use the JFK Information-Driven Instructional Cycle to review student data/information and develop action plans to meet the needs of at-risk students. The school will review and refer students to Saturday School Programs, Edgenuity Program, or Winter Plus to make up credits. Inequitable use and Distribution of Educational Resource Aides--The school will recruit college students who have a strong math background to work with at-risk students, particularly in foundation core classes. Foundation core classes such as Algebra 1, English 9, and English 10 will be priorities for placing Educational Resource Aides and teacher assistants. ILT and the administrative leadership team will provide teacher training on the effective use of paraprofessionals in the classroom. The Categorical Adviser and EL Designee will train aides and paraprofessionals on working with at-risk students, monitor students in groups, and provide positive reinforcement to motivate students to succeed. Inequitable Access to Technology-Based Instruction Opportunities--The school will use student surveys to identify technology needs. The PSA and PSW, counselors, teachers, and coordinators will meet with students, discuss technology needs. The IT will inventory all devices and make sure refurbished devices are in good working order before placing them into circulation. Teachers will be patient and will help students navigate the Schoology classroom platform, Zoom, and/or use the classroom Chromebooks to complete online assignments. The Title One program will supplement technology needs and acquire additional Chromebooks to support the school's effort to provide students with technology to complete their school work.

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

N/A

Page 1

EVIDENCE-BASED INTERVENTIONS

Guidance and Instructions: All schools must implement Evidence-Based Interventions as part of their improvement plan. Per ESSA, the term "intervention" can include activities, strategies, or interventions. For further guidance on Evidence-Based Interventions, [click here](#). Complete questions 1 through 9 for each evidence-based intervention that will be implemented

1. Student Groups: Indicate the student group(s) that will be the focus of this evidence-based intervention

<input checked="" type="checkbox"/> All Students
<input type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Race/Ethnicity-Specify
<input type="checkbox"/> Students with Disabilities

2. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses

<input checked="" type="checkbox"/> English Language Arts (3-8,11)
<input checked="" type="checkbox"/> Mathematics (3-8,11)
<input checked="" type="checkbox"/> English Learner Progress (1-12)
<input type="checkbox"/> Chronic Absenteeism (TK-12)
<input checked="" type="checkbox"/> Suspension Rate (TK-12)
<input checked="" type="checkbox"/> College/Career (9-12)
<input checked="" type="checkbox"/> Graduation Rate (9-12)

3. Evidence Rating: Indicate the Evidence Rating for the intervention

<input type="checkbox"/> Strong, Moderate, Promising
<input checked="" type="checkbox"/> Demonstrates Rationale (not allowable for 7T691)

4. Rating Rationale: Indicate the source that was used to determine the rating.

<input checked="" type="checkbox"/> What Works Clearinghouse
<input type="checkbox"/> LAUSD Evidence-Based Intervention Bench
<input type="checkbox"/> Evidence for ESSA

Other-Specify and Provide Link to Study [include specific page number(s) for the evidence]

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New
 Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

Saturday School Credit Recovery Program. Preventing dropout in secondary schools strategy as noted by What Works Clearinghouse.

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the SPSA Goal & Focus Area.

The goal of the program is to help students be on track to graduate and be college-ready. This goal is addressed in the 100% Graduation section of the SPSA. Students who are behind on credits and/or earned a D/F grade in their core classes will be identified and referred to the Saturday School Credit Recovery Program. It is a sixty-hour program taught by highly qualified teachers. Students are given standards-based instruction, assessed for content knowledge, and assigned an academic grade for their performance.

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

The intervention program will be reviewed to determine its effectiveness. Student enrollment and the percentage of students passing the classes with a D grade or better will determine the effectiveness of the program. With a D grade, students will earn credit toward graduation. With a C or better grade, the students will earn credits and be college-ready.

9. If the response to question #4 is "Continuing," what data support the claim that the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If the response to question #4 is "New," write "NA" in the textbox below.

The Saturday School Credit Recovery Program in fall 2021 has a 97% pass rate. Students earned credits, improved their grades for a core class, and are on track to graduate. Mydata statistical report (Feb. 2022) revealed 91% of the class of 2022 are on track to graduate; 61% of the class of 2023 are on track to graduate.

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

1. Comprehensive needs assessment: The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

2. Schoolwide reform strategies: Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

3. Preparation for and awareness of opportunities for postsecondary education and the workforce: Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Kennedy High School's mission is to inspire students to engage in a rigorous inquiry by examining diverse points of view, applying technology, and collaborating to solve current and future problems. We expect our students to be effective communicators, active collaborators, digital citizens, and critical thinkers.

To help prepare students and make them aware of opportunities for postsecondary education and the workforce, the school uses a variety of methods to communicate and inform parents of events and/or activities on campus. The communication includes by not limited to postal mails, phone calls, email, Connect Ed, Remind, Schoology, Kinvo, and scheduled meetings/conferences. The Parent Center Community Representative and/or coordinators will provide workshops on the LAUSD parent portal to help parents access Schoology, understand the LAUSD A-G requirements, acquire college and financial aid information, and understand the work-readiness program. To ensure all students graduate college-prepared and career-ready, KHS seniors participate in the Work Readiness Program. All seniors are expected to have a resume, cover letters, pass a math exam, and participate in a mock interview. Students who demonstrate competency will earn a certificate for work readiness.

Kennedy HS has an excellent gifted program. Students who are identified as gifted are enrolled in the Schools for Advanced Studies and are provided with high-quality differentiated instruction with an emphasis on depth, complexity, acceleration, and critical thinking. Teachers and counselors can recommend students to take honors and/or AP classes. However, all honors classes and Advanced Placement classes are open to students. Prior to the COVID-19 pandemic, the college counselors and Gifted/Highly Gifted/High Achieving Medical Magnet hosted AP fairs to inform potential AP students of the program. College and career fairs were provided by the College Center to help students explore post-secondary education and/or career opportunities.

To ensure all students are on track to graduate, the counselors would visit the homerooms twice a year and discuss the Individualized Graduation Plan (IGP) with students. Parents and students will be involved in the development of a learning plan based on the graduation requirements. Together, they will establish a high school course plan or career and technical education pathway. More importantly, the homeroom teacher and/or advisory teacher will work with the students to develop a graduation portfolio. Seniors will present their portfolios to the administrative leadership team. Students must demonstrate competency in their senior portfolio presentation to be eligible to graduate.

The school's website will be updated on a regular basis to include a monthly calendar and updated school information to ensure that parents and stakeholders are informed. Other methods to improve parent communication include:

1. use parent surveys to determine the needs and interests of parents in designing parent classes and workshops.
2. use the automated phone system to inform parents of student's attendance and/or parent activities.
3. provide Parent University classes/workshops for parents on the weekend.
4. host the monthly "Coffee with the Administrators" to encourage parent participation and improve communication between parents and the school.
5. deliver progress reports and encourage parents to follow up with conferences to maintain academic progress.
6. provide meaningful workshops/classes to help parents understand the LAUSD graduation requirements, college and career awareness, Common Core, and how to support and monitor student academic progress.

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services: Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The School-wide Positive Behavior Intervention and Support and Restorative Justice Practices will support student learning and create a culture and climate that foster individual development and social responsibility. The administrative leadership team, Social Emotional Learning Committee, the Dean of the School, Pupil Services and Attendance Counselor, Psychiatric Social Worker, coordinators, and counselors will provide professional development and training to teachers and staff on the Multi-tiered Approach model to prevent disciplinary problems. Restorative Justice practices will be school-wide. The following guiding principles will be utilized to achieve the expected outcome:

1. Respect (e.g. treat others the way one would want to be treated, respect laws, rules, and school authority).
2. Responsibility (e.g. take responsibility for one's actions).
3. Appreciation of difference (e.g. see cultural diversity as an opportunity for learning).
4. Honesty (e.g. act with integrity).
5. Safety (e.g. engage in safe activities and keep the body and mind healthy).
6. Life-long learning (e.g. come to school prepared to learn).

Positive behavior expectations will be demonstrated to the students. Intervention services will be provided in the classroom that includes parent-student conferences, reflective behavior journal writing, and/or small group discussion. Referrals will be made to the administrative leadership team and/or on-site Restorative Discipline coordinator to provide support to students with ongoing violations or more complicated and serious incidents.

Lastly, in the 2022-23 academic school year, Kennedy HS will implement the "I Take a Stand" program to improve the school culture. The Psychiatric Social Worker and school staff will develop the program that aims to help students deal with racism, homophobia, and xenophobia. Students who complete the program will earn certificates and be peer mediators.

5. High-quality and ongoing professional development and other activities: Describe the professional development and other activities provided for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Professional development and other activities are described in the Focus Areas of all Goal sections at the rows entitled "Lesson Planning, Data Analysis, and Professional Development."

6. Strategies to recruit and retain effective teachers to high-need schools: Describe the strategies used by the District to recruit and retain effective teachers, particularly in high-need subjects.

LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010, all non-compliant elementary teachers were subject to Reduction in Force. Current hiring practices limit hiring to credentialed and intern candidates only. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with ESSA. The District is continuing to offer a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become ESSA compliant in all subjects taught.

7. Schoolwide Program Plan is developed with the involvement of parents and other members of the community: Describe how the Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the District, tribes and tribal organizations present in the community and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school.

The school Instructional Leadership Team reviewed the school data, district marks reports, and the SBAC data to determine the needs of the instructional programs. The CPA and EL Designee conducted needs assessments, circulated surveys, and scheduled parent meetings to review the new SPSA format and school data. The CPA met with ILT members, presented the new SPSA format, and discussed the six goals and objectives of the SPSA. Strategies to achieve the goals/objectives were discussed, action plans were developed, and a consensus was reached on the action steps to meet the goals and objectives.

The EL designee scheduled several ELAC meetings and invited parents and stakeholders to attend. School data including the CA Dashboard data were reviewed. Recommendations from ILT were reviewed and discussed. School Site Council met and discussed the 2022-23 SPSA and the 2022-23 Title One budget. Phone calls were made to invite stakeholders to attend the meetings. Meeting dates and zoom codes were also posted on the school website for teachers, students, parents, and stakeholders to review. The Title One Coordinator reviewed the objectives and action steps from the 2022-23 SPSA plan with the council members. The Title One Coordinator presented the needs assessments data, student test data, and recommendations from ELAC and ILT. School Site Council members reviewed and discussed the data and recommendations from the advisory committee and the Title One Coordinator. The council members provided input and supported the writing process with recommendations.

The Title One Coordinator, EL designee, SEL lead teachers, PSA and PSW, Math Department Chair, English Department Chair, Parent Center Community Representatives, parent and student representatives from SSC and an administrative designee collaboratively worked and drafted the 2022-23 SPSA. SSC also met and developed the 2022-23 budgets. SSC reviewed the SPSA and Title One budgets (7S046 and 7E046) on March 3. On March 23, 2022, the SSC approved the final draft version of the SPSA and the Title One budgets.

8. Describe strategies for assisting preschool children in the successful transition from early childhood education programs to local elementary schoolwide programs, and if programs are consolidated, the specific state educational agency and local educational agency programs that will be consolidated in the schoolwide program: Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).

- Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program
- Establishes channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs
- Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children
- Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff
- Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs

Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:

N/A

9. Coordination and integration of Federal, State, and local services and programs: Describe how the school will coordinate and integrate federal, state, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions."

LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the School Plan for Student Achievement (SPSA) and support through:

- *Joint analysis of data*
- *Evaluation of the strategies described in the plan*
- *Observation of instruction*
- *Observation of professional development that supports the strategies identified in the school plan*
- *Providing actionable feedback on professional development implementation and implementation of identified strategies*
- *Overseeing the budget*
- *Ensuring that the school administrator communicates regularly with stakeholders on the progress made towards achieving SPSA goals*

Directors review and approve the School Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors conduct performance dialogues with their network principals to review the academic progress of all students and focus on monitoring implementation of the School Plan for Student Achievement and analysis of student data as evidence of school progress.

Directors may describe additional services and support provided to the school's instructional program in the box below:

Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch- Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
10365 10365 - TCHR PRNT ACT DIFF	<input type="checkbox"/>	0.00 0	0.00 0	0.00 788	0.00 0	0.00 0	0.00 788
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	0.00 106,470	0.00 0	0.00 0	0.00 0	0.00 0	0.00 106,470
10377 10377 - TCHR RELEASE DAY/HRS (6 Hrs)	<input type="checkbox"/>	0.00 2,705	0.00 0	0.00 0	0.00 0	0.00 0	0.00 2,705
10378 10378 - TCH REL DTD SUB CAT (6 Hrs)	<input type="checkbox"/>	0.00 3,720	0.00 0	0.00 0	0.00 0	0.00 0	0.00 3,720
10420 10420 - TCHR AUXILIARY	<input type="checkbox"/>	0.00 71,435	0.00 0	0.00 0	0.00 0	0.00 0	0.00 71,435
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs)	<input type="checkbox"/>	0.00 7,425	0.00 0	0.00 0	0.00 0	0.00 0	0.00 7,425
11316 11316 - STAFF TRNG R 1 CERT	<input type="checkbox"/>	0.00 15,500	0.00 0	0.00 0	0.00 0	0.00 0	0.00 15,500
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	0.00 1,576	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,576
117361 117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 129,608	0.00 0	0.00 0	0.00 0	0.00 0	1.00 129,608
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	2.00 248,824	0.00 0	0.00 0	0.00 0	0.00 0	2.00 248,824
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	3.00 373,236	0.00 0	0.00 0	0.00 0	0.00 0	3.00 373,236
14692 14692 - COORD X (NON-TUTOR)	<input type="checkbox"/>	0.00 16,835	0.00 0	0.00 0	0.00 0	0.00 0	0.00 16,835
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	0.00 9,828	0.00 0	0.00 0	0.00 0	0.00 0	0.00 9,828

20654	<input type="checkbox"/>	3.00	147,678	0.00	0	0.00	0	0.00	0	0.00	0	3.00	147,678
20654 - ED RESOR AIDE C1T/05 (6 Hrs / 5 Days)													
20705	<input type="checkbox"/>	1.00	49,226	0.00	0	0.00	0	0.00	0	0.00	0	1.00	49,226
20705 - ED RES AIDE SP C1T/5 (6 Hrs / 5 Days)													
20818	<input type="checkbox"/>	0.00	12,993	0.00	0	0.00	0	0.00	0	0.00	0	0.00	12,993
20818 - ED RES AIDE X TIME													
21468	<input type="checkbox"/>	0.00	1,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,000
21468 - CLERICAL X-TIME													
25691	<input type="checkbox"/>	1.00	82,100	0.00	0	0.00	0	0.00	0	0.00	0	1.00	82,100
25691 - ITSUPPORT TECH C1T/5 (8 Hrs / 5 Days)													
26339	<input type="checkbox"/>	1.00	76,543	0.00	0	0.00	0	0.00	0	0.00	0	1.00	76,543
26339 - SR OFFICE TECH E1T/5 (8 Hrs / 5 Days)													
27785	<input type="checkbox"/>	1.00	14,095	0.00	0	1.00	14,095	0.00	0	0.00	0	2.00	28,190
27785 - COMMUNITY REP C (6 Hrs / 5 Days)													
30224	<input type="checkbox"/>	0.00	1,420	0.00	0	0.00	1,420	0.00	0	0.00	0	0.00	2,840
30224 - UNIT G-H&W MED BENF													
40127	<input type="checkbox"/>	0.00	5,000	0.00	0	0.00	500	0.00	0	0.00	0	0.00	5,500
40127 - GEN SUPPLIES TECHNO													
40239	<input type="checkbox"/>	0.00	35,063	0.00	0	0.00	501	0.00	0	0.00	0	0.00	35,564
40239 - POTENTIAL FNDING VAR													
40269	<input type="checkbox"/>	0.00	3,450	0.00	0	0.00	473	0.00	0	0.00	0	0.00	3,923
40269 - SUPPLMTL INSTRL MAT													
50003	<input type="checkbox"/>	0.00	4,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4,000
50003 - OTH NON INSTRL CONT													
50073	<input type="checkbox"/>	0.00	0	0.00	0	0.00	1,000	0.00	0	0.00	0	0.00	1,000
50073 - PARENT CONF ATTND													
50080	<input type="checkbox"/>	0.00	5,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5,000
50080 - STAFF CONF ATTEND													
50174	<input type="checkbox"/>	0.00	4,100	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4,100
50174 - CURRICULAR TRIPS													

40261	<input type="checkbox"/>	0.00	15	0.00	0	0.00	3	0.00	0	0.00	0	0.00	18
PENDING DISTRIBUTION													
Total		13.00	1,428,845	0.00	0	1.00	18,780	0.00	0	0.00	0	14.00	1,447,625
												0	

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)

Submit to Principal's Portal:

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

Submit via Email

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

Retain at the School:

- **Small Learning Community Plan**
- **SSC Certification Form**
- **GATE Plan**
- **Grants** Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**