

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet[X] Choice

Name of Principal Dr. Petria Gonzales
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name John F. Kennedy Middle College High School
(As it should appear in the official records)

School Mailing Address 1951 Third Street
(If address is P.O. Box, also include street address.)

City Norco State CA Zip Code+4 (9 digits total) 92860-2643

County Riverside

Telephone (951) 738-2200 Fax _____

Web site/URL https://jfk.cnusd.k12.ca.us E-mail petria.gonzales@cnusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Samuel Buenrostro E-mail sbuenrostro@cnusd.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Corona-Norco Unified School District Tel. (951) 736-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Mary Helen Ybarra
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 34 Elementary schools (includes K-8)
9 Middle/Junior high schools
10 High schools
0 K-12 schools
- 53 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	140
10	167
11	174
12 or higher	160
Total Students	641

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 17 % Asian
 - 5 % Black or African American
 - 45 % Hispanic or Latino
 - 7 % Native Hawaiian or Other Pacific Islander
 - 25 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2021	616
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Punjabi, Arabic

English Language Learners (ELL) in the school: 1 %
7 Total number ELL

7. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 395

8. Students receiving special education services with an IEP: 3 %
Total number of students served 18

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>2</u> Autism	<u>0</u> Multiple Disabilities
<u>1</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>6</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 15

10. Number of years the principal has been in the position at this school: 6

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 29:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	97%	98%	97%	97%
High school graduation rate	100%	100%	100%	100%	100%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	128
Enrolled in a 4-year college or university	68%
Enrolled in a community college	28%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	2%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

John F. Kennedy Middle College High School is a diverse school of choice for self-directed learners desiring a supportive and encouraging community where they can pursue college and career pathways by taking Norco College and JFK classes concurrently.

17. Provide a URL link to the school's nondiscrimination policy.

<https://jfk.cnusd.k12.ca.us/>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students applying to attend for ninth grade are selected through a lottery process described in the Corona-Norco Unified School District board policy. Siblings of current 9th-11th grade students are given first priority, followed by students who live within the district boundaries, and finally students who reside outside of the district boundaries. Students applying to attend for 10th through 12th grades are accepted on a first-come, first-served basis until all open spots are filled. All students must have a minimum GPA of a 2.0 with positive attendance and behavior.

PART III – SCHOOL OVERVIEW

John F. Kennedy Middle College High School (JFK) opened in September 2006 as an Alternative School of Choice to serve "middle students" and/or underrepresented university-bound students in the Corona-Norco Unified School District (CNUSD). JFK draws students primarily from the 11 intermediate schools, but also from the five comprehensive and the three alternative high schools of CNUSD as well as from the neighboring districts of Riverside, Orange, San Bernardino, and Los Angeles counties. Built on the campus of Norco College in the Riverside Community College District (RCCD), JFK students attend high school and college classes concurrently during the school day. They also have the option of taking college courses in the evening or online. Freshmen apply and are selected following the lottery process outlined in CNUSD Board Policy and students for grades 10-12 are accepted on a first-come, first-served basis.

JFK seeks to support students who may have performed below their academic potential but have demonstrated a maturity and readiness to take college courses. JFK students complete core academic high school graduation requirements as specified by the Corona-Norco Unified School District through high school classes held on the JFK campus. Elective courses are taken at Norco College. College units earned at Norco College count toward an Associate of Arts or Science degree, the Intersegmental General Education Transfer Curriculum (IGETC) series of courses, or various Career and Technical Education certificates. Students receive 15 high school credits for each 4- or 5-unit college course they complete, 10 high school credits for each 3-unit course, and 5 high school credits for 1- and 2-unit college courses. Most four-year universities award weighted grades for college courses the same way they do for Advanced Placement or Honors classes.

Approximately 62% of JFK students are identified as socio-economically disadvantaged, as measured by eligibility in the National School Lunch Program. About 4% of students receive additional supports via an IEP or 504. All students attending JFK are fully included in regular education courses and have demonstrated a readiness to attend college courses. Less than 1% of JFK students are designated as English Learners. Like those students who have an IEP/504, EL students who attend JFK have demonstrated the readiness to perform in regular education and college classes, having overcome language barriers that impede academic success. The majority of EL students who attend JFK are re-designated within the first year of attending. Currently, 22% of enrolled students have been re-designated from the EL program at some point in their academic experience.

In addition to academics, JFK provides a variety of supports to meet the students' social and emotional needs. JFK offers clubs and other leadership opportunities including AVID, ASB, Renaissance and Unity. In 2021, the JFK Wellness Center opened full-time under the guidance of our EVOLVE program, and JFK now offers Peer Counseling 1 and 2, a private counselor with a caseload of 10 students, group counseling, art therapy and other supports to fill our Tier 2 and 3 needs. Additionally, JFK partners with a variety of community organizations. Rescue a Generation provides Tier 2 intervention services for the at-risk population focusing on coping skills, building leadership skills and increasing students' self-esteem. JFK also partners with Wellness Together to provide a part-time mental health therapist as a Tier 3 support for our students. The therapist currently has a caseload of 10 students that he meets with on a weekly basis. Operation Safehouse of Riverside provides a 10-session Stress and Your Mood program designed to help students who experience depression and anxiety. JFK also partners with Riverside University Health System to support the school in crisis situations, and, as college students, JFK students also have access to Norco College Health Center and Mental Health Services should the need arise.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The JFK Language Arts department works together to create a standards-based curriculum that is vertically and horizontally aligned and includes common practices to support all students in their college and career readiness. To support college readiness, 12th-grade students take an Expository Reading and Writing course, which focuses on developing academic literacy, rhetorical analysis, and critical thinking as a means of college preparation. The ERWC course curriculum created the foundational path for JFK teachers to backward plan and create a vertically aligned 9th-11th grade curriculum that reflects the diverse and specific needs of the JFK students. Students expressed a desire to read texts that break the norm of core classic text which led to the inclusion of culturally responsive texts and curriculum. Ninth grade students read Lorraine Hansberry's "A Raisin in the Sun", 10th grade students read Eli Wiesel's "Night", and 11th grade students read Zora Neal Hurston's, "Their Eyes Were Watching God". The incorporation of text that reflects relatable human experiences has strengthened literacy, increased discussion, and created opportunities for cross-curricular collaboration and connection. The Language Arts department places an equal focus on analysis and writing and supports all students by using common instructional methods including scaffolded writing techniques, guided practice, and feedback. The writing curriculum also incorporates a variety of writing types as students write narratives, expository and argumentative essays, speeches, and research reports. The Language Arts department acts to ensure that all students are learning by assessing knowledge in a variety of modalities that include, choice-assignments, essays, research reports, Socratic seminars, oral presentations, and art projects. The assessment variety exists as a means of providing all students with an opportunity to learn and successfully demonstrate their content knowledge while also building on grade level knowledge as a means of support and building prior content knowledge. Language Arts teachers solidify their commitment to students progress and learning via their common grading scale and practices.

1b. Mathematics curriculum content, instruction, and assessment:

The JFK math department works in collaboration to establish a horizontally and vertically aligned Pearson curriculum that includes the use of Common Core State Standards to ensure mathematical success for all students. Math teachers understand the significance of performance tasks and hands-on applications as a means of strengthening students' interests and skills, and use this knowledge to create lessons and activities that enhance the Pearson curriculum offered in all Integrated and calculus courses. Teachers use their knowledge and understanding of students' interest in college, career, and timely events to create math labs, performance tasks, and research projects. Students strengthen their critical thinking, problem-solving, and analysis by working collaboratively in partnerships or small groups. Teachers regularly use formative and summative assessments to inform their instruction via the use of multiple-choice exams, free-response tests, projects, and presentations. CAASPP Interim Assessment Blocks are also used to further support and inform instruction. The math department uses the assessment data to determine areas of improvement, areas of strength, and skills that need to be retaught. Students also use the data to reflect on and determine personal academic growth.

1c. Science curriculum content, instruction, and assessment:

The JFK science department uses district-approved textbooks and curriculum based on the Next Generation Science Standards to create lessons and guide instruction that engages all students in learning. The science department understands the significance of student engagement and works collaboratively to ensure that all curriculum is standards-based and includes numerous opportunities for student engagement via scientific practice and application. Lessons include frequent opportunities for students to learn via hands-on activities and labs that take place inside and outside of the classroom. Student skills are further advanced through the use of technology, real-world applications, and connections. Students are assessed on their content knowledge using a variety of methods that include but are not limited to multiple choice exams, short answer responses, labs, and discussions. Teachers use the assessment data to determine students' content

proficiency, which leads to adjustments in the curriculum, performance expectations, and teaching strategies.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The JFK history department works together to create a curriculum based on the California History-Social Science Standards in Government/Economics, US History and World History, using district-approved textbooks and course outlines that survey major historical conflicts and social forces that have shaped the world. Students examine relevant and authentic historical documents, legislation, and speeches and make connections to present-day events. When teaching, strategies including direct instruction, cooperative learning, and scaffolding are used to meet the needs of diverse learners. Assessments follow a similar model as students demonstrate their learning via multiple-choice assessments, short-answer responses, presentations, and projects.

1e. For schools that serve grades 7-12:

JFK students take their core classes at JFK and their elective courses at Norco College. All classes taken at Norco College are transcribed onto the high school transcript and count towards graduation requirements as well as meeting general education requirements for their associates degrees and/or bachelor's degree. As an AVID Site of Distinction, AVID strategies are used in all classrooms to support students at both JFK and Norco College. The Anatomy, Introduction to Business, and gaming courses offered at JFK articulate to Norco College courses and provide students the opportunity to earn additional credits toward their college degrees through high school coursework. The Introduction to Business and gaming courses are the beginning courses to CTE pathways that are in the process of being developed. Additional CTE pathways are available through coursework at Norco College.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Most students take their fine art courses at Norco College, but JFK does offer a History of Motion Pictures course as well as Dance. Ballet, Modern, Jazz, dance improvisation, choreography, dance production, and dance history are covered in the year-long Dance course and can be taken to meet Fine Arts or Physical Education graduation credit. In addition the students are able to repeat the course in the intermediate and/or advanced levels for additional credit.

The History of Motion Pictures Course, in an effort to prepare students to be active critics of all types of images, rather than simply passive consumers, helps students to have an appreciation for the historical development of film and its impact on culture, as well as showing how they too can create and manipulate images to express themselves and influence others.

2b. Physical education/health/nutrition

The physical education department's philosophy is to provide all students with skills that establish and maintain lifelong fitness and wellness. The department utilizes direct instruction and note-taking to teach students about diseases, muscle movements, and healthy habits. The aligned curriculum and instruction also place an emphasis on real-life skills and practical application as students set personal fitness and wellness goals, track their progress, and change their goals based on need. Assessment strategies vary to include multiple choice, short answers, and physical activities, and the data is used as a means to update personal goals and make potential changes in curriculum. Students at JFK can take Dance to meet the physical

education requirement in place of traditional PE courses. Finally, students take the PFT during the spring of every year in order to determine their physical fitness levels and readiness for the following year.

2c. Foreign language(s), if offered (if not offered, leave blank)

JFK offers Spanish 1 and Spanish 2 only. All foreign language classes taught at JFK follow the district pacing guides and course outlines and use district-approved textbooks and resources. The Spanish department collaborates and creates a curriculum that ensures all students demonstrate mastery of world language standards while also learning about the Spanish language and culture. The curricular focus is teaching students the language with a focus on learning about themselves and the immediate world, via the use of vocabulary. Students practice the language by learning foundational words, phrases, and sentences, coupled with a focus on Spanish culture and locations. Language skills are assessed via total response movements, flashcards, sentence diagramming, and oral and written assessments.

Many students at JFK will take their foreign language classes at Norco College. Norco College offers Spanish, French, Japanese, and Chinese. Additional foreign language classes can be taken at Riverside Community College where American Sign Language and Arabic are offered.

2d. Technology/library/media

JFK does not offer courses in technology, library or media but students are able to take classes in these areas through Norco College. As Norco College students, JFK students are able to access the library and all of the services the library offers at Norco College.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

While JFK does not have a large number of students performing below grade level, the staff knows that academic support for JFK students is critical to our success as a community. The JFK staff holds firmly to first best instruction, reflecting, reteaching and intervening, daily. Every six weeks administration and counseling run a D-F report to intervene. The team holds a match fit meeting to determine intervention needed for student academic success. Interventions may be a check in/check out, assigned intervention period, parent/teacher conferences, mandatory EXCEL and tutoring. The counselor also tracks seniors' graduation status and communicates this path with the student and their families.

JFK's Pizza & Progress is a quarterly after school event that allows students to get additional help in their classes from teachers, college tutors and their peers. In addition, after school intervention is provided by teachers, and students have access to tutoring in AVID and during Excel, the intervention period built into the school day. For those students who need additional accommodations and modifications, IEPs and 504s are scheduled and followed in accordance with the law.

3b. Students performing above grade level:

Students attending JFK are able to take ownership of their learning and educational experience by customizing a schedule that meets their individual needs. Students desiring a more rigorous curriculum are able to apply to the Norco College Honors program to be eligible to take higher level courses at the college. General JFK students can take up to 8 units of college courses each fall and spring term but, after successfully completing 10 units at the college with a grade of B or better, students are eligible to increase their college load to 11 units per term.

3c. Students with disabilities:

All JFK students with Individualized Education Plans or 504 Accommodation Plans are fully included in general education classes and are monitored by the JFK case carrier and administration. Teachers follow the accommodations listed in the students IEP or 504 and consult with the appropriate staff if students are struggling. JFK students are able to take their IEP or 504 plan to Norco College's Disability Resource Center to ensure that the necessary academic supports are in place for them to be successful college students as well as JFK students.

3d. English Language Learners:

Less than 1% of JFK students are designated as English Learners. Like those students who have an IEP/504, EL students who attend JFK have demonstrated the readiness to perform in regular education and college classes, having overcome language barriers that impede academic success. The majority of EL students who attend JFK are re-designated within the first year of attending. Currently, 22% of enrolled students have been re-designated from the EL program at some point in their academic experience.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The JFK school culture exemplifies one of care, concern, and high standards for everyone on campus. JFK's Associated Student Body (ASB) oversees the approximately 50 student clubs that allow students to express their individuality and still be part of the JFK family. ASB's Club Rush event and Club Carnival provide opportunities for students to connect to the JFK culture and each other. In addition to ASB activities such as Prom, Grad Night, and other dances and events, JFK ASB also hosts Wednesday activities in the spirit of friendly competition and building relationships. JFK's De-stress Day before finals, food and toy drives, along with the March Madness Staff vs. Student Basketball game, Powder Puff and Powder Fluff flag football games, and rallies together make up an integral part of the JFK culture.

JFK's Renaissance program focuses on recognition of student academic achievement which is a large contributor to positive school culture. Renaissance hosts semester award assemblies for students to recognize academic achievement at both JFK and Norco College. Renaissance recognizes staff birthdays, student birthdays and has begun honoring JFK students who are dually enrolled athletes on other campuses within the school district. The Renaissance leadership program also oversees the Leader of the Pack awards which are teacher-nominated awards for students who demonstrate the JFK values of being responsible, respectful, honest, future-focused and self-advocates.

Students are also able to provide input through participation on Principal's Council, a group of students who meet regularly with the principal to discuss concerns and make decisions, and through School Site Council, a committee of staff, students, and parents that develops a school plan for using supplemental state and federal resources that address the academic needs of students with the goal of improving student academic success.

2. Engaging Families and Community:

JFK emphasizes the transparent and personal relationships we aim to have with our students, families, and the community. JFK formally invites members of the community to our campus numerous times throughout the year. JFK Information Nights for prospective families are held monthly throughout the fall. JFK hosts an annual Club Carnival themed format for Back-to-School Night in the fall as well. Current students and their families, along with prospective students are invited to get to know the school. Games and food booths along with food vendor trucks and members of the staff are also on hand to speak with parents and students and provide tours of JFK. The Principal hosts quarterly "Coffee and Conversations" meetings as a way to solicit input from parents as well as share current and upcoming events and initiatives.

Parents are also encouraged to participate on the School Site Council and on the Booster Club whose mission is to support educational programs, events, and scholarships at JFK. Their goal is to provide moral support and encouragement in order to enhance the learning experience of every student through Norco College fees and books scholarships, events such as ice cream socials and movie nights to bolster student culture, student giveaways, staff appreciation days, senior breakfast, and providing snacks for students during state testing.

Additionally, JFK engages the community through College and Career readiness outreach efforts. College admissions representatives visit JFK to provide information about their schools and answer any questions students may have. Each year JFK provides a CSU Application Night, a UC Application Night, and the Cash for College Financial Aid Night for seniors on the JFK campus. These events are facilitated by admissions representatives from the local colleges. Local community organizations provide scholarships for JFK seniors. Finally, during the spring of each year, JFK hosts a Campus Connection night for new families to attend, learn more about the school, the college, and the culture. This evening is structured for new students to meet each other and parents to interact with one another. Breakout sessions are provided as well as access to the school college administrators for one on one conversations, building relationships right from the beginning.

3. Creating Professional Culture:

All training and curriculum development activities at JFK revolve around the California State Standards. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis, to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. JFK supports ongoing professional growth throughout the year on early release days and through Professional Collaboration Time (PCT). Teachers meet with department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as a supplement to site-based staff development, for reinforcement of or follow-up on previous training, or as follow-up training for newly implemented programs/curricula. JFK offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

4. School Leadership:

The JFK administrative team includes a Principal, one Assistant Principal, and one Dean of Students. The principal oversees curriculum development, meeting with staff to ensure standards for the state and district, hiring new staff members, professional development, and budget management, ensuring funds are allocated appropriately to support the mission and vision of the site. The principal also ensures a positive relationship with Norco College, organizing monthly meetings with the college as well as the College President. The principal is responsible for enforcing policy, including discipline, student services, and connects the school with the parent and community to promote positive relationships. The principal sets forth clear communication, thinks outside the box, and takes risks to ensure a dynamic learning environment, focuses on accountability, equity, and collaboration; all ensuring excellence to create an inclusive and positive school environment. The assistant principal oversees testing at the state and district levels, monitors English Language Learners and students on IEPs, oversees the classified staff including office staff and custodians, assists with classified and certificated evaluations, builds the master schedule, oversees the AVID and Excel Intervention and Guidance programs, assists with recruitment and supervision, monitors facilities including the school safety plan, and works closely with Norco College staff to ensure student success. The Dean of Students oversees school discipline and security staff, technology needs, students on 504 accommodation plans, School Site Council, awards, the MTSS program, and assists with supervision and classroom walk-throughs. This team meets formally once a week with the school counselor included as well, although additional informal meetings happen as needed. The JFK Leadership Team, which includes the department chairs, follows a collaborative model of leadership and involves teachers in all processes and procedures relating to the impact on student learning. Student input is gathered through Principal's Council, School Site Council, and the various leadership groups on campus and through student surveys. Department leadership meets monthly with Administration to share goals and how to best implement programs. The entire staff meets monthly to provide accountability to support student learning.

JFK has several vital components in place that help facilitate internal communication. At the beginning of each year, the staff is provided with an online staff survival handbook, which details comprehensive district and school policies that relate to the roles and responsibilities of faculty, certificated and classified staff, and the necessities for a smooth opening for our JFK students.

The communication needs of faculty and the expectations of both our site administration and district administration is not only communicated via email but is also communicated to department chairs and to members of our administrative team. This information is then communicated to departments in departmental PCT meetings. This information is also reiterated in both classified and certificated monthly meetings. The principal sends weekly newsletters to the staff, students, and parents detailing highlights of the current week and important news and upcoming events. The district office also sends weekly newsletters to administration, to staff, and to the school community. about district-wide news and events. Finally, in an effort to resolve differences as they arise, our principal meets monthly with the CNTA union rep to work toward a productive, respectful, and mutually beneficial working environment.

5. Culturally Responsive Teaching and Learning:

By nature, JFK acknowledges and understands the values, beliefs, traditions, and practices of diverse cultures. JFK staff and students firmly accept cultural differences, but more importantly, actively seek to learn and incorporate different perspectives and ways of being into the classroom, climate, and culture of the school. Teaching from a culturally responsive perspective involves incorporating cultural diversity into lesson plans and creating a learning environment that is welcoming and inclusive for all students. Walking into JFK, it is obvious that culture is embedded into the fabric of the school. Sitting in a classroom at JFK, one would recognize how staff corrects cultural biases and stereotypes, by valuing diverse perspectives and experiences. JFK staff actively seek out and engage with different cultures, whether through personal experiences or through academic pursuits, challenging students to broaden their worldview.

Some ways that JFK instills the priority of embracing diversity is through the books and curriculum chosen by teachers. In dance, students learn a myriad of choreography that is created with a cultural emphasis and showcases a variety of themes from all over the world. PE modifies curriculum when asked due to religious or gender-specific needs. Spanish classes not only teach culture in the classroom, but share it schoolwide. Students are open to share and embrace gender identity and staff support students regardless of gender identity, religion, or race. Staff is trained in bias, diversity and microaggressions. Clubs showcase culture through spirit days and assemblies including Hijab Day, MLK Day, Dia de Los Muertos, AAPI Showcase, Cultural Day, What If Week, Woman's Week, and many other themed days specific to embracing differences and accepting one another.

PART VI - STRATEGY FOR EXCELLENCE

John F. Kennedy Middle College High School (JFK) opened in September 2006 as an Alternative School of Choice to serve middle performing students and/or underrepresented university-bound students in the Corona-Norco Unified School District (CNUSD). The goal was to provide students who may not traditionally attend college the opportunity to earn college credit while in high school and help them learn how to navigate the college system with the added supports provided by the high school to ease the transition to their chosen college or university upon graduation. Students in 9th – 12th grade with a minimum 2.0 GPA are invited to apply to attend JFK. Once accepted, students are able to apply to attend Norco College concurrently. From the beginning, the partnership between Norco College and JFK has been at the center of the school's success. Over the past 17 years, both institutions have fostered a system of continued communication and collaboration in an effort to provide opportunities for success for the students.

Freshman students are accepted through a lottery process outlined in district board policy with a minimum GPA of 2.0 required to apply. Once accepted, students and parents meet with the JFK counselor to develop a four-year plan. The freshman year courses are prescribed by the school based on student need and include one college course each semester. The first semester course is a guidance course designed to help students acclimate to being a college student. This course is taught during the school day on the JFK campus by a college professor. As part of this course, students meet with one of the two college counselors assigned to the JFK campus to develop an education plan. This semester-by-semester plan outlines exactly which college courses students should take each semester to reach their intended goal upon graduation. The second semester course is a music appreciation course taught on the college campus during the school day. Both courses are transferable to most colleges and universities and the music course meets the fine art graduation requirement.

Students in tenth through twelfth grades are accepted on a first-come, first-served basis depending on available space. Students in grades ten through twelve are able to take any class at Norco College with the exception of some Kinesiology and art courses. Students meet with the Norco College counselor the summer before starting at JFK so that their education plan is in place when they are ready to register for their college courses. Students can meet with the college counselors to update their education plan as often as needed throughout their time at JFK. Students are able to register for up to eight units in the fall and spring terms and five units in the winter and summer terms. Once students have successfully completed ten units at Norco College with a B or better, they are eligible to register for up to eleven units in the fall and spring terms. As Norco College students, JFK students have access to all resources and programs that the college offers. Tuition is waived for JFK students so they are only responsible for paying the health fee and for college textbooks, although many courses use free open-source textbooks. Students can choose college classes that fall within the school day, after school or online depending on their individual needs.

All Norco College courses are transcribed onto the high school transcript and count toward graduation requirements. Students receive 15 weighted high school credits for each 4- or 5-unit college course they complete, 10 weighted high school credits for each 3-unit course, and 5 weighted high school credits for 1- and 2-unit college courses. Most four-year universities award weighted grades for college courses the same way they do for Advanced Placement or Honors classes.

Currently, the JFK and Norco College Administrative Team meets on a monthly basis to discuss upcoming deadlines, review and update processes that are in place, and most recently to develop college pathways for students. Student enrollment and success data is provided at the end of each term and discussed as needed. Data regarding education plans and student progress toward degree completion is discussed throughout the year. The JFK and Norco College administrative teams continue to collaborate with other middle colleges through the sharing of best practices. JFK and Norco College are members of the California Coalition of Early and Middle Colleges (CCEMC) as well as the Middle College National Consortium (MCNC) and attend professional development and networking opportunities within these organizations as often as possible. As one of the largest middle colleges in the state, JFK and Norco College are asked to present at conferences through both CCEMC and MCNC on best practices and the importance of a strong partnership for the success of a middle college.

The evidence of the strong partnership between JFK and Norco College is seen in the success data of the students. JFK has a 100% graduation rate and 96% of students continue on to a two- or four-year university upon graduation. The remaining 4% attend trade schools, join the military, or join the workforce. While the mission of JFK is for students to complete 30 Norco College units, many students far exceed this goal. For the class of 2023, 66 students are on track to graduate with at least one associates degree when they graduate from high school, which equates to 41% of the senior class. These 66 students are on track to earn 230 degrees between them.

As JFK looks toward the future, the school intends to increase enrollment to 700. In addition, the school will have the ability to hire an additional counselor which will assist in furthering the support of the social emotional needs of the site. The desire of the college partnership is to implement a small choice of certificate pathways for the students to choose from if they so want. With the continued support of the college, the school district, the site staff and the students, JFK will continue to be a diverse school of self directed learners where students continue to create meaningful connections, graduating with 30 or more college units and ultimately grow into socially-responsible adults.