

Report of the Visiting Committee  
Joint Accreditation and Program Quality Review  
(Pursuing Excellence)  
for the  
Western Association of Schools and Colleges  
and  
California Department of Education  
for  
Thomas Jefferson High School  
Los Angeles Unified School District  
April 9-12, 1995

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## GENERAL SECTION

### Thomas Jefferson High School

Thomas Jefferson High School opened its doors to students in 1917 and is one of 49 high schools in the Los Angeles Unified School District. The school is an accredited four year high school serving grades 9-12 that operates on a year round three track schedule.

The school has an enrollment of 3,422. The ethnic distribution consists of: Hispanic-89%, Black-10%, and White, Asian, and Pacific Islander - 1%. Over half the students are limited English proficient. Eighty percent of the students come from homes where parents have less than a fourth grade education. The community is home to many immigrants and is densely populated. 1993 Department of Health statistics show the area has the greatest number of AFDC/Medi-Cal eligible recipients in California. The largest grade level is the ninth with 1303. Grade ten has 976, and grade eleven enrolls 674 students. There are 449 seniors.

Twelfth grade students indicate a variety of intentions after graduation. Nearly sixty percent say they plan to attend a two or four year college with two year institutions favored by roughly a two to one ratio. About thirteen percent plan to enter the world of work, and the remainder plan to enter specialized training in a trade/technical school, the military, or are undecided.

School Based Management was instituted in 1990-91, and the governance model consists of four representative committees that act as a school congress. They are: Curriculum and Instruction, Student Life, Committee of Coordinators, and the Budget Committee. The standing committees report to the School Site Leadership Council which makes decisions on committee recommendations that are implemented school-wide. Change and restructuring have followed School Based Management. Academies, Common Planning Time, teaming, thematic planning, and the use of Specially Designed Academic Instruction in English (SDAIE) are all now extant, and more change is in the planning and pilot stage as traditional learning and teaching roles are modified.

There are 170 members of the certificated staff and 65 classified staff at Thomas Jefferson High School. Sixty-five members of the certificated staff have a master's degree, and ninety-five have a bachelor's degree. There are two non-degreed staff and two doctorates. Over a hundred and twenty-five teachers have more than five years of service in the district. Slightly more than eight percent of the staff have retired or left for other reasons in the past two years.

The school receives benefits from belonging to a district the size of Los Angeles Unified— particularly in the availability of expertly designed curriculum and current instructional materials. The school's budget allocations reflect district-wide standards, show considerable thought, and appear reasonable in an era of declining state funding for K-12 education. Size also apparently is a factor in slowing the execution of maintenance requests, routine work orders, and purchase orders.

In summary, Jefferson High School is a mature institution in South Central Los Angeles. It has a seasoned staff that is working at restructuring the school to meet the needs of a unique student body.

## PROGRESS REPORT

II

### Responses to the 1988 WASC Major Recommendations

The 1988 WASC Visiting Committee wrote nine major recommendations. Progress has been made in each area and highlights of this evolving process are chronicled below.

Areas included in the major recommendations are improvement of facilities, student attendance, attracting high potential students, air conditioning, a clean facility, the repair and replacement of equipment, expediting requisitions for equipment and supplies, reducing textbook loss, and promoting extra-curricular activities.

In the judgement of the Visiting Committee, all nine recommendations have been addressed. The response to Major Recommendation 1 has been outstanding. Responses to Recommendations 3, 4, 7, 8, and 9 have been reasonable and thorough, and the responses to Recommendations 2, 5 and 6, while adequate, need concentrated continuing efforts.

Brief summaries regarding each recommendation appear below:

1. Improvement of Facilities — Many improvements have taken place since 1988. The East Wing of the Administration Building, the Mechanical Arts Building, and the Cafeteria have all been renovated or are in the process, and the Industrial Arts Building was re-roofed. Much new lighting (interior and exterior) has been installed. Electronic upgrades (satellite disk, sound system, coaxial wiring in Science Building) have been installed. Painting of the school entrance, the gyms, and stairwells was completed and graffiti control painting or cleaning occurs. A new "Wall of Fame" was added to the foyer of the auditorium. Carpet in the library was replaced.
2. Improve Student Attendance — The self-study contains many references to the problem of having students in attendance on a daily basis. While substantial, varied efforts to improve attendance are being made, on a typical day about 24 percent of the students are not in school. Perfect attendance awards, "at risk" counseling, a change in the tardiness policy, a senior attendance program, and restructuring to help students feel connected all help, but attendance remains a problem area.
3. Attract/Retain High Potential Students — Progress has taken place. A number of Advanced Placement and Honors courses (calculus, chemistry, studio art, Spanish, biology, etc.) have been added to the curriculum and the Academy Program has been expanded. A distance learning program is available on campus, and a College Awareness Day is held annually. Almost sixty percent of the seniors indicate they will continue their education after graduation.

4. Consider Air-Conditioning — The district remodernization program added air-conditioning throughout the school since the last WASC visitation. While all buildings are now air conditioned, and the overall situation is much improved, some of the equipment does not function well. This is particularly true in the bungalows and some rooms in other buildings.
5. Ensure a Clean Facility — The school has used a five pronged approach to the problem area. Custodial staff has been directly assigned for clean up; community service workers are used; volunteers and student workers are pressed into service, and a student council clean campus campaign is in place. Finally, recycling efforts are being promoted. In spite of the extensive efforts to keep Jefferson High School clean, much progress remains to be made in the bungalow classroom area.
6. Repair and Replacement of Equipment — Procedures now in use funnel requests through the Plant Manager who contacts the appropriate Central Shop Technician who visits the school to repair the difficulty. Malfunctioning equipment that is not repairable on site is hauled to the district facility for work. Vandalized or stolen equipment can be replaced when the requisition has a police report attached. None the less, missing equipment continues to be a concern.
7. Expedite Requisitions for Materials and Supplies — Requisitions are handled in a timely manner. Material and supplies arrive regularly. The creation of a single district form for orders and expanded use of computers has helped ameliorate the situation.
8. Reduce Textbook Loss — Text tracking has been computerized and delinquency records are readily available. Parents and students are notified when books are lost or damaged, and participation in student activities is denied until the situation is corrected. These efforts have reduced the loss of textbooks.
9. Promote Participation in Extracurricular Activities — A broad plan to increase student participation has brought results. Forums, club sign-up days, class sponsors and student cabinets, assemblies, class visits, and student participation in School Based Management have been used to good advantage.

## STEERING COMMITTEE SUMMARY

III

The Steering committee was composed of 46 members including the two self-study co-Coordinator, School Principal, Vice-Principals, department chairs, and several others. The group identified two major strengths of the school and three areas for improvement based upon the completed self study and discussions.

### STRENGTHS

The two major strengths of the school listed by the Steering Committee were:

1. Staff collaboration which forged a Blueprint For Change document that contains the format for restructuring and school reform and subsequent innovations in curriculum.
2. The School Based Management governance model is inclusive and responsive to the entire school community, supporting instructional strategies to meet the needs of all students.

Although additional efforts need to be made, the Visiting Committee agrees that both areas listed are major strengths of the school that were pervasive in the school report and in school committee and department meetings.

### AREAS FOR IMPROVEMENT

The three areas for improvement listed by the steering committee were:

1. Explore strategies to address the high failure and absenteeism rates.
2. Increase the level of parental involvement in school activities.
3. Expand communication, articulation and dialogue among all staff regarding how best to incorporate innovative curriculum in the school.

The Visiting Committee agrees that the three areas listed are prime targets for improvement efforts, and this point of view is reflected in numerous recommendations of the Visiting Committee. In addition, the Visiting Committee feels that continuing efforts to improve the master schedule and the programming and scheduling of students in order to offer more balanced access to classes would pay continuing dividends. Finally, the Visiting Committee recommends that the school community seek ways to enhance communication to improve effective decision making.

**ACTIONS PLANS**

The Steering Committee wrote action plans in the following areas:

1. Exploring strategies to address the student failure and absenteeism rates.
2. Increasing the level of parental involvement in school activities.
3. Expanding Communications, articulation and dialog among staff regarding how best to incorporate innovative curriculum in the school.

The Visiting Committee feels that the action plans offer sound basic guidance toward reaching the desired goals of the Steering Committee, and endorses the suggested follow up process. That is, that the School Base Management Committees and the School Site Leadership Council monitor progress and suggest revisions of unfolding activities as needed.



## MAJOR COMMENDATIONS AND RECOMMENDATIONS

IV

### The Committee Commends:

- \*1. The school administration, staff and district for working collaboratively to develop a wide variety of programs to deal with the multiple learning disadvantages that students bring to the school. These programs include CPR (Community Programs Revitalization), South Central Task Force, IMPACT, Renaissance and Maxine Waters Employment Preparation Center. All of these programs are targeting the school's most pressing problems of poor attendance, dropout rates, career goals and academic motivation. (School Report, Program Committee, pp. 12-14, 21; Conference with Program Committee)
- \*2. The school administration and staff for completing twenty-four hours of SDAIE (Special Designed Academic Instruction in English) training and their commitment to an additional twenty-four hours of similar training. This effort will increase the school's ability to improve the academic performance of the large population of LEP students. (School Report, Resource Committee, p. 8; Conference with Resource and Parent Committees)
- \*3. The school administration, parents, and staff for instituting restructuring efforts such as the 9th Grade House, the Humanitas Academy, the Carl Perkins Academy and Early College Program, which personalize learning and more effectively meet the needs of students.. (School Report, Process Committee pp. 12, 15; Conferences with staff and parents; WASC Criterion: Curricular Programs; CDE Criterion: Culture of the School)
- \*4. The school administration and staff for establishing school wide common planning time to enhance curriculum and staff development and promote better school wide communication. (School Report, Process Committee p. 9; Conferences with Staff; WASC Criterion: Organization; CDE Criterion: Improvement Processes)
- \*5. The school administration and staff for their commitment to meeting the needs of an ethnically and socio-economically diverse, urban school community which has experienced dramatic demographic changes. (School Report, Process Committee, p. 7; Classroom Observations; Conferences with Students, Parents, and Staff)
- \*6. The school administration, staff, and parents for their efforts at establishing a governance process which involves all constituencies. (School Report, Process Committee pp. 10, 16, 17; Conference with Parents and Staff; WASC Criterion: Organization; CDE Criterion: Culture of the School)

The Committee Recommends:

- \*1. That the existing Parent Committees and the school community develop strategies to encourage participation by all parents to broaden the improvement process. (School Report, Parent/Community Committee, p. 9; WASC Criterion: Organization; CDE Criterion: Improvement Processes)
- \*2. That the school administration and the School Site Leadership Council address additional ways of improving school appearance and maintenance/operations response time to provide a more comfortable working and learning environment that addresses the safety of all stakeholders. (School Report, Resource Committee, p. 15; WASC Criterion: School Plant)
- \*3. The school administration, Site Leadership Council, and the teachers explore methods of providing students more opportunities to use current technological tools in order to better prepare them for post high school careers and/or college experiences. (Conference with Student Senate; Observations; CDE Criterion: Instructional Practices)
- \*4. That the school administration and staff seek ways to enhance communication within the school and between the school and parent community in order to promote and improve effective and inclusive decision-making. (School Report, Process Committee p. 16; Conferences with Staff and Parents; WASC Criterion: Organization; CDE Criterion: Improvement Processes)
- \*5. That the school administration, staff, students and parents expand programs and enhance strategies designed to improve student attendance and reduce dropout rates. (School Report, Process Committee pp. 8, 13; Appendices B-5; Conferences with Staff; CDE Criterion: Culture of the School)
- \*6. That the school administration and School Site Leadership Council expand and refine the number of academies available to tenth, eleventh, and twelfth grade students. This will allow more students to profit from the positive results that are coming from the existing academies. (School Report, Program Committee p. 22; Conference with Program Committee; CDE Criterion: Instructional Practices)
- \*7. That the school administration and School Site Leadership Council work with the Professional Development Committee to promote instructional delivery strategies that will more effectively engage students, and promote active learning to assist classroom teachers in combating high failure rates. (School Report, Program Committee pp. 26, 30; Conference with Program Committee)

## PROCESS COMMITTEE

V

### The Committee Comments:

1. The school administration and staff for working towards the development of a stable, knowledgeable and caring staff which is responsive to the needs of all students. (School Report, Process Committee p. 3; WASC Criterion: Staff; CDE Criterion: Improvement Processes)
2. The school administration and staff for establishing bilingual Spanish and sheltered instruction in all the core academic areas and providing staff development training SDAIE techniques for all staff in order to more effectively address the needs of a diverse student population. (School Report, Process Committee p. 16 ; WASC Criterion: Staff; CDE Criterion: Improvement Process)
- \*3. The school administration, parents, and staff for instituting restructuring efforts such as the 9th Grade House, the Humanitas Academy, the Carl Perkins Academy and Early College Program, which personalize learning and more effectively meet the needs of students. (School Report, Process Committee pp. 12, 15; Conferences with staff and parents; WASC Criterion: Curricular Programs; CDE Criterion: Culture of the School)
- \*4. The school administration and staff for establishing school wide common planning time to enhance curriculum and staff development and promote better school wide communication. (School Report, Process Committee p. 9; Conferences with Staff; WASC Criterion: Organization; CDE Criterion: Improvement Processes)
- \*5. The school administration and staff for their commitment to meeting the needs of an ethnically and socio-economically diverse, urban school community which has experienced dramatic demographic changes. (School Report, Process Committee, p. 7; Classroom Observations; Conferences with Students, Parents, and Staff)
- \*6. The school administration, staff, and parents for their efforts at establishing a governance process which involves all constituencies. (School Report, Process Committee pp. 10, 16, 17; Conference with Parents and Staff; WASC Criterion: Organization; CDE Criterion: Culture of the School)

### The Committee Recommends:

1. That the school administration, staff, and parents more effectively communicate the process for formulating, reviewing and revising the school vision, student outcomes, and action plans to the entire school community in order to elicit more informed involvement in processes which affect student learning. (School Report, Process Committee pp. 6, 16, 17; WASC Criteria; Philosophy, Goals and Objectives, Organization; CDE Criterion: Improvement Processes)

- \*2. That the school administration and staff seek ways to enhance communication within the school and between the school and parent community in order to promote and improve effective and inclusive decision-making. (School Report, Process Committee p. 16; Conferences with Staff and Parents; WASC Criterion: Organization; CDE Criterion: Improvement Processes)
- \*3. That the school administration, staff, students and parents expand programs and enhance strategies designed to improve student attendance and reduce dropout rates. (School Report, Process Committee pp. 8, 13; Appendices B-5; Conferences with Staff; CDE Criterion: Culture of the School)
4. That the school administration, staff, students and parents develop strategies that will improve and sustain student efforts to achieve success in academic endeavors and reduce student failure. (School Report, Process Committee, Appendices G-1; Visual and Performing Arts p. 13; Conferences with Staff and Parents; CDE Criteria: Improvement Process, Culture of the School)
5. That the school administration develop a plan to ensure the security of computer technology and other expensive educational resources in order to conserve available sources. (Conferences with Staff; WASC Criterion: School Plant)
6. That the school administration develop information gathering strategies and techniques that render representative input from parents and students to ensure informed responses to school programs and policies. (Conferences with Parents and Students; WASC Criterion: Philosophy, Goals and Objectives; CDE Criterion: Improvement Processes)

## The Committee Commends:

- \*1. The school administration, staff, and district for working collaboratively to develop a wide variety of programs to deal with the multiple learning disadvantages that students bring to the school. These programs include CPR (Community Programs Revitalization), South Central Task Force, IMPACT, Renaissance and Maxine Waters Employment Preparation Center. All of these programs are targeting the school's most pressing problems of poor attendance, dropout rates, career goals, and academic motivation. (School Report, Program Committee, pp. 12-14, 21; Conference with Program Committee)
2. The school administration and staff for developing academy programs (Early College, Humanitas, International, Perkins, and Ninth Grade House) that are designed to increase student success by increasing the amount of goal setting, curriculum direction, motivation, and nurturing that comes from a smaller more focused student organization unit. (School Report, Program Committee, pp. 18-21; CDE Criterion: Instructional Practices)
3. The district and school administration and staff for the increase in the services, instructional techniques, curriculum, and instructional materials for the school's LEP population. This is evidenced by the increase in bilingual teachers, bilingual curricular offerings, and staff training in SDAIE (Specially Designed Academic Instruction in English). (School Report, Program Committee, pp. 4, 8, 11, 15-16, 21; CDE Criteria: Special Needs, English as a Second Language)
4. The school administration and guidance department for providing services in many different areas of student needs. In addition to the traditional services in academic scheduling, students can find help in work experience, career advisement, college advisement, testing, intersession, drop-out prevention, and bilingual advisement. (School Report, Program Committee, pp. 5-6; Conference with Program Committee; Observation of Counselors)

## The Committee Recommends:

1. The school administration and School Site Leadership Council seek additional personnel to more effectively provide equity for students on each of the year-round tracks. This would allow the school to increase all student's access to the curriculum. (School Report, English pp. 1, 2, 16; Driver's Education pp. 4-6; Science pp. 7, 13; Visual Performing Arts pp. 5, 7, 19, 22; WASC Criterion: Curricular Program; CDE Criterion: Visual and Performing Arts)

2. The school administration, guidance department, and bilingual coordinator develop a plan to expedite the redesignation of LEP students. This action will improve the placement of students in the classes students need for post-secondary educational pursuits. (School Report, Program Committee p. 26; Counseling Department Conference)
- \*3. The school administration and School Site Leadership Council expand and refine the number of academies available to tenth, eleventh, and twelfth grade students. This will allow more students to profit from the positive results that are coming from the existing academies. (School Report, Program Committee p. 22; Conference with Program Committee; CDE Criterion: Instructional Practices)
4. The school administration and guidance department develop a communication process that allows counselor and teachers the opportunity to share their common concerns in relation to scheduling students and development of the master schedule. (School Report, Program Committee p. 22; Program Committee Conference; Departmental Conferences)
5. The school administration and staff conduct a major study of student attendance problems, including reasons for absenteeism and student ideas about solutions to those problems. (School Report pp. 9-10, 12, 18, 22, 26; Program Committee conference; Steering Committee Conference)
- \*6. The school administration and School Site Leadership Council work with the Professional Development Committee to promote instructional delivery strategies that will more effectively engage students, and promote active learning to assist classroom teachers in combating high failure rates. (School Report, Program Committee pp. 26, 30; Conference with Program Committee)

## RESOURCE COMMITTEE

VII

### The Committee Commends:

1. The school administration and staff for the implementation of a schedule that allows for Common Planning Time for all staff members. This has increased the amount of articulation among and between departments significantly. (School Report, Resource Committee, p. 8; Conference with Resource Committee; WASC Criterion: Staff; CDE Criterion: Special Needs)
- \*2. The school administration and staff for completing twenty-four hours of SDAIE (Specially Designed Academic Instruction in English) training and their commitment to an additional twenty-four hours of similar training. This effort will increase the school's ability to improve the academic performance of the large population of LEP students. (School Report, Resource Committee, p. 8; Conferences with Resource and Parent Committees)
3. The administration, certificated and classified staff, students, parents, and community representatives for working collaboratively on the School Site Leadership Council. This site based management system utilizes input from all areas of the school and community when making decisions that improve learning for all students. (School Report, Resource Committee, p. 6; Parent Survey; WASC Criterion: Personnel)
4. The cohesive cafeteria staff for their ability to provide nutrition and lunch services for 2200 students during a time of renovation and reduced hourly help. (School Report, Resource Committee, pp. 13-14; WASC Criterion: School Plant)
5. The district and site administration for allocating financial resources to air condition all classrooms, paint the inside of the classrooms, improve the inside lighting, provide handicapped restroom facilities for the staff, install a new elevator in the administration building, and provide handicapped access to buildings, which provides the students and staff an improved environment in which to learn and work. (School Report, Resource Committee, pp. 13-14; WASC Criterion: School Plant)
6. The A.S.B. Advisor and student leaders for utilizing innovative fund raisers that allow the A.S.B. more flexibility in planning school wide activities. (School Report, Resource Committee, pp. 21-22; WASC Criteria: Finance, Student Support Services)

### The Committee Recommends:

1. The school administration, staff, and district investigate the possibility of additional library support during each of the three scheduled tracks to provide library service for all students. (School Report: Resource Committee, p. 11; Conference with Resource Committee)

- \*2. That the School Administration and the School Site Leadership Council address additional ways of improving school appearance and maintenance/operations response time to provide a more comfortable working and learning environment that addresses the safety of all stakeholders. (School Report, Resource Committee, p. 15; WASC Criterion: School Plant)
3. That the school administration provide regular, systematic written evaluation of classified personnel to ensure consistent work performance and provide positive feedback. (School report, Resource Committee p. 9; Conference with Classified staff)



## STUDENT COMMITTEE

VIII

### The Committee Commends:

1. The school administration, staff and students for creating a positive school environment as evidenced by the student's feelings that Jefferson High is a safe and pleasant place to be. (School Report, Student Committee, p. 7; Conference with Student Senate and Student Committee)
2. The site administration and school staff for encouraging students to recognize the importance of education and importance of preparation for the real world. (School Report, Student Committee, p. 7; Conference with Student Senate)
3. The teachers for developing appropriate instructional materials that students find interesting, challenging and helpful in furthering their understanding of the content of their course work. (School Report, Student committee p. 3, Student Survey; CDE Criteria: Instructional Practices, Integrated Skills)
4. The teachers and the administration for providing programs and instruction across the curriculum that assist students to develop their reading, writing, listening, speaking and thinking skills. (School Report, Student Committee p. 4, Student Survey; CDE Criterion: Integrated Skills)
5. The administration and staff for developing and implementing the academies which provide personalized learning, motivation, and nurturing that comes from a smaller more focused student organizational unit. (School Report, Program Committee, pp. 4, 8, 11, 15-16, 21; Conference with Student Senate)

### The Committee Recommends:

1. That the site administration and staff develop school wide guidelines and expectations for student homework to reinforce classroom instruction. (School Report, Student Committee, p. 3; Conference with Student Senate)
2. That the site administration and school staff develop stronger communication with students to assist them in choosing appropriate classes in high school and in establishing long term goals through career and college information. (School Report, Student Committee, p. 5; Conference with Student Senate)
- \*3. The school administration, Site Leadership Council, and the teachers explore methods of providing students more opportunities to use current technological tools in order to better prepare them for post high school careers and/or college experiences. (Conference with Student Senate, Observations; CDE Criterion: Instructional Practices)

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Student Committee

4. The school administration, Site Leadership Council, and students work with available resources to further improve campus appearance by eliminating graffiti. ( School Report; Student Committee, Student Survey # 55: Observation; Conference with Student Senate)
5. That the school administration, staff and students strengthen the student recognition programs which focus on academic achievement in order to promote academic excellence. (Conference with Student Committee; WASC Criterion: Curricular Programs; CDE Criterion: Student Services)

## The Committee Commends:

1. The parents who avail themselves of opportunities to participate in various school based councils, committees, and training sessions, thus maintaining important channels of two-way communication between school and home. (School Report, Parent/Community Committee, pp. 1, 3-5, 8-9; Conference with Parent/Community Committee and Program Coordinators; WASC Criterion: Organization; CDE Criterion: Improvement Processes)
2. The administration and staff for providing many varied opportunities for parents to be informed, knowledgeable, participatory, and improve their skills to enhance learning for their students. (School Report, Parent/Community Committee, pp. 8, 9, English as a Second Language, p. 11; Conference with Parent Committee; WASC Criterion: Organization; CDE Criterion: Improvement Processes)

## The Committee Recommends:

- \*1. That the existing Parent Committees and the school community develop strategies to encourage participation by all parents to broaden the improvement process. (School Report, Parent/Community Committee, p. 9; WASC Criterion: Organization; CDE Criterion: Improvement Processes)

## BUSINESS/COMPUTER EDUCATION

X

### The Committee Commends:

1. The Business/Computer Education Department and the school for offering students courses in Keyboarding, Word Processing and Introduction to Computers in which students learn skills necessary for employment, advanced training and their personal lives. (School Report Appendices H-1; Observation of Classes; Conference with Department)
2. The teachers for their participation in professional growth and inservice activities which better prepare them to instruct and support students in the Business/Computer Education programs. (School Report, Business/Computer Education, pp. 8, 10, 14; CDE Criterion: Career-Vocational Education; CDE Criterion: Integrated Skills)

### The Committee Recommends:

1. The teachers establish an advisory committee with representatives from the community, business, industry, students, parents and post-secondary agencies for consultation in the design, development, operation, evaluation and support of programs in the department to provide students with programs that are current, relevant and based on standards acceptable to employers. (School Report, Business/Computer Education, p. 6; CDE Criterion: Career-Vocational Education; CDE Draft Quality Criteria for Program Improvement and Certification: Community, Business, and Industry Involvement)
2. The school administration and teachers establish a procedure to evaluate the department's programs regularly to assess their suitability and effectiveness in order to determine if students are being provided current, relevant and effective instructional programs. (WASC Criteria: Curricular Program; CDE Criterion: Career-Vocational Education; CDE Draft Quality Criteria for Program Improvement and Certification: Program Accountability and Planning)
3. The School Site Leadership Council, school administration and district administration work to prioritize funding to upgrade existing technology with computers and word processing software to provide students with current instruction and skills employed in business/industry. (School Report, Business/Computer Education, p. 12; WASC Criteria: Curricular Program; CDE Criterion: Career-Vocational Education; CDE Draft Quality Criteria for Program Improvement and Certification: Facilities, Equipment, and Materials)

4. The teachers develop and implement more programs and/or projects which integrate reading and writing skills to reinforce student learning. (School Report, Business/Computer Education, p. 14; CDE Criteria: Career-Vocational Education, Integrated Skills; CDE Draft Quality Criteria for Program Improvement and Certification: Curriculum and Instruction)
5. The site administration and counselors ensure that business courses are taken in their correct sequence to promote student success and skill acquisition. (School Report, Business/Computer Education, pp. 6, 11, 15; CDE Criterion: Career Vocational Education)

## DRIVER'S EDUCATION

X

### The Committee Commends:

1. The Driver Education Department for clearly defining the primary course objective as accident prevention and basing the students' learning experience on the analysis of potentially dangerous traffic situations and the criteria for becoming an expert driver, thus leading students to think through appropriate precautions or responses most likely to avoid injuries or property damage while using the highway transportation system. (School Report, Driver Education, pp. 3, 7-8, 10; Conference with Driver Education Department; WASC Criterion: Curricular Program; CDE Criterion: Instructional Practices)

### The Committee Recommends:

1. The school administration and staff explore ways to provide driver education opportunities on all tracks to ensure equal access to the curriculum. (School Report, Driver Education pp. 4-6, 10; Conference with Driver Education Department; WASC Criterion: Curricular Program; CDE Criterion: Students Paths Through High School)

## The Committee Commends:

1. The school administration and staff for the on-going communication via department meetings, meetings with the interdisciplinary teams, academies, ninth grade teaching teams, and SDAIE training that strengthen the English Department and provide a cohesive program for all students. (School Report, English pp. 5, 6, 12, 14, 17, 21, 22, 23, 25; Conference with English Department; Observation of Classes)
2. The school administration and staff for development of thematic instruction that utilizes a variety of teaching methods to interest and involve students as they acquire knowledge and skills in English. (School Report, English pp. 3, 4; WASC Criterion: Curricular Program; CDE Criterion: Integrated Skills)
3. The school administration and English Department for incorporating core and supplemental literature through which students explore essential issues of human existence and meaning-centered topics. (School Report, English p. 15; CDE Criteria: English-Language Arts, Integrated Skills; Observation of Classes)
4. The school administration and English Department for extending literature themes to engage students in analytical and evaluative activities to develop students critical thinking skills and broaden their experiences. (School Report, English p. 15, CDE Criteria: English-Language Arts; Observation of Classes)
5. The district office staff, the site administration, and the English Department for the development of an English Department Handbook that outlines the ideas, concepts, skills, sequence, and learning outcomes for students to assist teachers and support staff, and informs parents of expectations for students. (School Report, English pp. 5, 6, 12, 25; English Department Handbook; Conference with English Department)

## The Committee Recommends:

1. The school administration and staff seek to provide each track course offerings in speech, drama, and journalism to provide students a broader curriculum to better prepare them for post graduation. (School Report, English pp. 1, 2, 16; Action plan pp. 26, 28, 29; Conference with English Department)
2. The district and school administration, Resource Committee, and staff investigate ways to provide capital outlay purchases and a "renovation" project to provide for a classroom computer lab and a sound system for the theater area to enhance student learning. (School Report, English, pp. 1, 2, 7, 13, 14; Action plan pp. 27, 28; WASC Criterion: School Plant; Observation of Facilities)

The Committee commends:

1. The English as a Second Language Department for actively pursuing professional growth opportunities in order to increase skill levels which result in effective instructional programs for students. (School Report, English as a Second Language pp. 7, 12; WASC Criterion: Staff; CDE Criterion: English as a Second Language - Staff Development and Preparation)
2. The English as a Second Language Department for their knowledge of varied instructional methodologies that promote effective student learning. (School Report, English as a Second Language pp. 14, 16, 18, 19-20; WASC Criterion: Curricular Program; CDE Criterion: English as a Second Language - Integrated Curriculum, Instruction, Program Support, Integrated Skills)
3. The English as a Second Language Department and Bilingual Program Coordinator for their advocacy on behalf of ESL students and for providing strong leadership in the area of staff development, specifically the school wide SDAIE training, which provides all faculty with essential knowledge and skills for responding to the educational needs of ESL students. (School Report, English as a Second Language p. 12; Resource Committee p. 8; Program Committee pp. 21, 30, 34; Process Committee pp. 16, 17; English pp. 14, 15; WASC Criterion: Staff; CDE Criteria: English as a Second Language - Staff Development and Preparation; Special Needs)
4. The school administration and staff for providing a comprehensive program of course offerings to facilitate timely graduation by ESL students. (School Report, English as a Second Language p. 16; Conference with Staff; CDE Criterion: Special Needs)

The Committee recommends:

1. The school administration and staff review the effectiveness of current policy and practice relating to placement and exit criteria of ESL students to ensure that students are enrolled in the most appropriate learning program. (School Report, English as a Second Language, pp. 13, 16, 20; Conferences with Staff; CDE Criterion: English as a Second Language - Evaluation and Assessment)
2. The school administration and staff evaluate current policies and practices relating to the placement of ESL students into GATE (Gifted and Talented) and Special Education Programs to ensure that all students have equitable access to all school programs. (School Report, English as a Second Language pp. 18-19; CDE Criterion: Special Needs)



3. The school administration and staff investigate alternate evaluation and grading systems which are consistent with the educational experience and the learning theory relating to second language learners and which maintain rigor in the curriculum in order to improve and sustain student achievement. (School Report, Appendices G-2; CDE Criteria: Improvement Processes, Culture of the School, Special Needs)
4. The ESL staff emphasize the use of diverse instructional strategies, such as total physical response, audiovisual presentations, and cooperative learning, in order to engage students in active learning and promote interaction with others. (Classroom Observations; WASC Criterion: Curricular Program; CDE Criterion: English as a Second Language: Instruction)
5. The school administration and ESL staff seek ways to expand the use of computer technology to improve the repertoire of instructional strategies possible for teachers and learning options for students. (Classroom Observations; Conference with Staff; WASC Criterion: Curricular Program; CDE Criterion: English as a Second Language-Content)

## FOREIGN LANGUAGE

x

### The Committee Commends:

1. The Foreign Language Department for its use of a variety of instructional strategies to teach foreign language courses that insure that students are actively engaged in the learning process. (School Report, Foreign Language, pp. 5, 6; CDE Criterion: Foreign Language - Curriculum, Instruction; WASC Criterion: Curricular Programs)
2. The Foreign Language Department for providing an instructional program that is enriched through the personal experiences and cultural backgrounds of the teaching staff who provide students with a realistic perspective of the language and culture under study. (School Report, Foreign Language, pp. 5, 8; Conference with Staff; Classroom Observations; WASC Criterion: Curricular Program); CDE Criterion: Foreign Language - Instruction)

### The Committee Recommends:

1. The school administration seek ways to provide current textbooks and audiovisual materials to all students to assure effective implementation of curricular programs. (School Report, Foreign Language, pp. 4, 5, 7, 9; WASC Criteria: Curricular Programs, Finance)
2. The school administration and staff seek ways to enhance opportunities for departmental communication and interaction to allow for planning, evaluation, and coordination of curricular programs. (School Report, Foreign Language, pp. 5, 9; WASC Criterion: Organization; CDE Criterion: Improvement Processes)
3. The school administration and staff review foreign language course offerings to ensure that students are provided with the most challenging curriculum and to provide access to interested students. (School Report, Foreign Language, p. 9, Conference with Staff; WASC Criterion: Curricular Programs)

## The Committee Commends:

1. The Health Department for its positive impression on the students as evidenced by the student survey that only 2% of students enrolled in health classes rated them "poor" and by the fact that the failure rate in health classes is lower than most departments. (School Report, Health, pp. 3-4, 6; Conference with Health Department; Student Interviews)
2. The school administration and Health Department for providing instructions in the primary language of the students in one-third of the department's classes. This provides a primary academic need to the school's large LEP population. (School Report, Health, p. 6; CDE Criterion: Special Needs)
3. The Health Department for providing opportunities for students to discuss ethical issues, such as birth control, smoking, sexually transmitted diseases, and the impact of gang violence. These discussions help students relate major health issues to their personal lives and to the larger society. (School Report, Health, pp. 9-10; Classroom Observations; Conference with Health Department)
4. The site administration and Health Department staff for its ongoing participation in Specially Designed Academic Instruction in English (SDAIE) Training to meet the needs of students with limited English skills. (School Report, Health p. 16; Conference with Health Department; CDE Criterion: Special Needs)

## The Committee Recommends:

1. The school administration, Budget Committee, and staff evaluate the existing instructional material available to the health department staff and develop plans to allocate enough funds to modernize and up-date the materials and textbooks. (School Report, Health, pp. 7, 13, 16; Conference with Health Department)
2. The department develop a course outline that includes a time-line for required units, speakers, and use of equipment. This outline would insure that all important units are given adequate instructional time by all department teachers. (School Report, Health, p. 15; Conference with Health Department)
3. The site administration and Health Department staff work to form stronger communication with area health facilities and develop career opportunity programs such as job shadowing, internships, and apprenticeship. (School Report, Health, p. 11; CDE Criterion: Vocational Curriculum)

4. The site administration, Health Department and Budget Committee seek ways to provide the health department staff with the training and materials for the infusion of technology in the classroom such as calculators, computers, laser disks, videotechnology and student laboratory equipment. (School Report, Health, p. 15; Conference with Health Department; CDE Criterion: Instructional Practices)

## The Committee Commends:

1. The Social Science Department for progress made in strengthening the teaching of geographic themes in all courses, thus increasing student understanding of geographic influences on historical and modern day events. (School Report, History/Social Science, pp. 1, 8-9, 13, 27; Observation in classrooms; Conference with Social studies Department; WASC Criterion: Curricular Program; CDE Criterion: History/Social Science)
2. The Social Science Department for the development of a ninth grade program that provides students a sampling of the Social Sciences and develops skills essential to success in subsequent courses. (School Report, History/Social Science, pp. 1, 7, 10, 12-13; Conference with Social Studies Department; WASC Criterion: Curricular Program; CDE Criterion: History/Social Science)
3. The Social Science Department for its commitment to interdisciplinary team teaching and correlation of instruction, notably in the Humanitas Academy, which reinforces each participating department's contribution to the students' total learning experience. (School Report, History/Social Science, pp. 7, 9, 12-14, 17; Conference with Social Studies Department; WASC Criterion: Curricular Program; CDE Criterion: Integrated Skills)
4. The Social Science Department for the commitment to learn Specially Designed Academic Instruction in English (SDAIE) techniques and to use them when needed to effectively deliver the curriculum to a large Limited English Proficient population. (School Report, History/Social Science, pp. 14-17, 19-20, 23-27; Conferences with Social Studies Department; WASC Criterion: Curricular Program; CDE Criteria: Special Needs, History/Social Science)
5. The school administration and School Site Leadership Council for providing, and the Social Science Department for effectively using the Common Planning Period to facilitate curriculum development and intra-departmental Communication. (School Report, History/Social Science, pp. 7, 16; Conference with Social Science Department; WASC Criteria: Organization, Curricular Program)

## The Committee Recommends:

1. That in the assignment of classrooms, the school administration recognize the value of proximity as a means of encouraging department members to collaborate and share the most effective instructional materials and strategies. (School Report, History/Social Science, pp. 1, 9, 11, 17, 25; Conference with Social Studies Department; WASC Criterion: School Plant; CDE Criterion: Improvement Processes)

2. The Social Science Department and administration seek to reestablish effective communication and articulation with corresponding faculty members of feeder schools, in order to ensure that the content and instructional strategies used at each level will complement and reinforce those used at the other. (School Report, History/Social Science, p. 10; WASC Criterion: Curricular Program)
3. The Social Science and Special Education Department develop a procedure to provide information about mainstreaming of students earlier in the semester so that special needs can be addressed in a more timely manner. (School Report, History/Social Science, p. 26; Conference with Social Studies Department; CDE Criterion: Special Needs)

## The Committee Commends:

1. The department for a teaching staff that has professional experience in their respective instructional disciplines; providing students with competent and qualified role models. (School Report, Home Economics, p. 6; CDE Criteria: Career-Vocational Education)
2. The department for providing training and entry level skill preparation in the areas of food, clothing and cosmetology that enable students to enter the world of work or continue with advanced training. (School Report, Home Economics, p. 6; CDE Criteria: Career-Vocational Education)

## The Committee Recommends:

1. The district, site administration and the teachers work with available resources and/or attempt to procure additional resources to provide students the opportunity to work with equipment and materials comparable to that found in business and industry. (School Report, Home Economics; Conference with Home Economics Department)
2. The School Site Leadership Council and the district maintenance division continue to allocate resources that will enable the department to function in up-to-date secure facilities, with adequate storage available, to enable students to meet their instructional objectives. (School Report, Home Economics, pp. 5, 7; Conference with Home Economics Department)
3. The department develop a relationship with the Los Angeles Trade Technical Community to establish a procedure for home economic students to access their programs upon graduation and continue training in advanced courses. (School Report, Home Economics, p. 7; Conference with Home Economics Department)

## The Committee Commends:

1. The instructors in the drafting and graphic arts program for their commitment to improving teaching and learning by developing new projects, instructional activities and assessment strategies which have improved student achievement and interest levels. (School Report, Industrial Arts/Technology, pp. 3, 4, 6, 17; CDE Criterion: Career-Vocation Education)
2. The instructors of drafting and graphic arts programs for their participation in training and inservice programs to improve their preparation for providing students instruction in current and emerging technologies. (School Report, Industrial Arts/Technology, pp. 4-5, 7, 11, 15; CDE Criteria: Career-Vocational Education; Integrated Skills)
3. The teachers for securing additional financial resources by writing a Carl D. Perkins grant which has provided students the opportunity to work with current and emerging technologies which better prepares them for future employment or post-high school education. (School Report, Industrial Arts/Technology, pp. 1, 7; WASC Criterion: Curricular Program; CDE Criterion: Career-Vocational Education)
4. The instructors for participating in the development and implementation of the Perkins Academy which provides students the opportunity to participate in an integrated program involving architectural drafting, math, science, English and social science. (School Report, Industrial Arts/Technology, pp. 15, 17, 21; CDE Criteria: Integrated Skills, Draft Quality Criteria for Program Improvement and Certification: Curriculum and Instruction Criterion)
5. The teachers for providing programs with "hands-on" activities which are self paced and provide all students the opportunity to learn occupational skills and build self confidence. (School Report, Industrial Arts/Technology, pp. 20-121; CDE Criterion: Career-Vocational Education)

## The Committee Recommends:

1. The district and school administration work to reduce the time necessary for the purchase and delivery of equipment and supplies in order to aid teachers in the implementation and maintenance of instructional programs. (School Report, Industrial Arts/Technology p. 8; WASC Criterion: Curricular Program; CDE Criteria: Vocation Education, Draft Quality Criteria for Program Improvement and Certification: Facilities, Equipment, and Materials)



2. The instructors and the school administration pursue the establishment of a formal Business and Industry Advisory Committee to ensure that Industrial Arts programs are current, relevant, and based on standards of quality acceptable to employers so students are provided the knowledge and skills needed for post-high school careers. (School Report, Industrial Arts/Technology, p. 12; CDE Criteria: Career-Vocation Education, Draft Quality Criteria for Program Improvement and Certification: Community, Business and Industry Involvement)
3. The Special Education Staff and Instructors work to improve teacher notification about students with special needs in Industrial Arts programs to improve the teacher's ability to provide the best program and appropriate assistance. (School Report, Industrial Arts/Technology, p. 21; CDE Criteria: Special Needs; Career-Vocation Education, Instructional Practices)
4. The instructors work with the school administration to identify possible solutions to safety and instructional concerns caused by increased class sizes in order to provide students the greatest opportunities for success in a safe environment. (School report, Industrial Arts/Technology, p. 21; CDE Criteria: Special Needs, Instructional Practices)
5. The department teachers work with academic teachers to develop and implement more integrated programs that thematically link with academic core programs to provide students broader access to programs using these strategies. (School Report, Industrial Arts/Technology, pp. 15, 17, 21; CDE Criteria: Integrated Skills; CDE Draft Quality Criteria for Program Improvement and Certification: Curriculum and Instruction)
6. The teachers work to improve communications among on-track and off-track teachers in the Industrial Arts Department in order to facilitate program improvement/coordination to benefit students. (School Report, Industrial Arts/Technology, p. 22; Conference with Industrial Arts Department)

The Committee Commends:

1. The mathematics staff for efforts to update instructional skills as evidenced by their training in Specially Designed Academic Instruction in English (SDAIE), their training and interest in integrated skill development, and their offering of a wide variety of bilingual and sheltered classes to enhance student learning. (School Report: Mathematics, pp. 6, 10, 12, 21, 23; Conference with Mathematics Department)
2. The school administration and staff for developing and implementing a program that allows students the opportunity to make-up classes that have previously been failed. This has resulted in many students being able to graduate with their classmates. (School Report: Mathematics, p. 22; Observation of Classes)
3. The district administration, school administration and Math Department staff for offering rigorous curricular opportunities which meet the needs of high achieving students. (School Report, Mathematics, pp. 10, 16, 17; School Master Schedule; WASC Criterion: Curricular Program)
4. The site administration and Math Department for the generous availability and substantial use of graphing calculators in college preparatory math. This enables the visual display of mathematical functions and provides students with another approach to problem solving. (School Report, Mathematics, pp. 7, 11, 12, 19; Conference with Mathematics Department; CDE Criterion: Mathematics)
5. The site administration and School Site Leadership Council for providing common planning time (CPT) to facilitate curriculum development and department communication for the benefit of students. (School Report, Mathematics, p. 7; Conference with Mathematics Department)

The Committee Recommends:

1. That all Math Department staff develop and implement a plan to incorporate the use of authentic, performance-based assessment practices and portfolios to appropriately measure student progress toward the achievement of clearly defined student learning outcomes in all course offerings. (School Report, Mathematics, pp. 20, 21, 24; CDE Criteria: Mathematics, Instructional Practices)
2. That all members of the Math Department participate in a comprehensive professional development plan to broaden the range of instructional methods used to facilitate student development of critical thinking, problem solving strategies and mathematical relationships. (School Report, Mathematics, p. 18; CDE Criteria: Mathematics, Instructional Practices)

3. The Math Department utilize a greater variety of instructional strategies such as use of manipulatives, hands-on activities and cooperative learning that will keep students actively engaged in learning. (School Report, Mathematics, p. 6; WASC Criterion: Curricular Program; CDE Criteria: Mathematics, Instructional Practices)
4. The site administration and Math Department develop course offerings in technical and applied math to support the goals of the Perkins Academy in order to better meet the needs of vocational students. (School Report, Mathematics, pp. 8, 13; Conference with the Department; CDE Criterion: Mathematics)
5. The district and site administration work to provide the Math Department staff with the training and materials for the infusion of technology in the classroom such as laser disks, computers and videototechnology to improve student learning. (School Report, Mathematics, p. 23; Observation of Classrooms; CDE Criterion: Instructional Practices)

## PHYSICAL EDUCATION

x

### The Committee Commends:

1. The department for the variety of instructional practices used, the diverse backgrounds of its staff, the willingness to assist each other, and the wide variety of sport skills taught. This has resulted in a student approval rating of 84%; a student pass rate of over 70%, and the enrollment of many juniors and seniors in physical education classes as electives. (School Report, Physical Education, pp. 2-3, 5-6, 10, 13; Observation of Classes)
2. The department for meeting twice a month to discuss curriculum problems, supervision, team teaching, student evaluations, and student-teacher interaction. This has resulted in a more coordinated program and enhanced instructional strategies. (School Report, Physical Education, p. 8; Conference with Physical Education Department)
3. The department for developing a curricular program that demonstrates high expectations for all students by focusing on improvement of the students' physical skills. This program utilizes post and pretest that result in the teachers being able to evaluate the level of improvement. (School Report, Physical Education, pp. 12-13; CDE Criterion: Physical Education)

### The Committee Recommends:

1. The school administration and staff work toward the employment of at least one physical education staff member or bilingual aide who is fluent in Spanish. This would improve communication between department members, students, and parents. (School Report, Physical Education, p. 1; Conference with Physical Education Department)
2. The school administration and staff develop a plan that prioritizes the need for equipment repair and replacement and identifies a funding source that would address the prioritized needs. (School Report, Physical Education, pp. 5, 7; Conference with Physical Education Department; CDE Criterion: Physical Education)
3. The school administration, staff, and students work together to minimize the problem of students not suiting up for gym classes and then trying to create behavioral and supervision problems. Possible solutions could include new course offerings, specialization by students, and alternative or independent physical education credits. (School Report, Physical Education, pp. 10-11, 13; Observation of classes; Conference with Physical Education Department)

The Committee Commends:

1. The JROTC Department for infusing the study of citizenship, patriotism, and American history into the military science curriculum, thus providing a valuable service for a student population that includes many future candidates for naturalization. (School Report, JROTC Department, pp. 3, 5, 8; Conference with JROTC Department; WASC Criterion: Curricular Program; CDE Criteria: Special Needs, History/Social Science)
2. The JROTC Department for providing multiple opportunities for students to develop leadership, self-discipline, and communication skills, through active participation in drills, inspections, competitions, and encampments. (School Report, JROTC Department, pp. 1-2, 3, 5-7, 9-11; Conference with JROTC Department; WASC Criterion: Curricular Program; CDE Criteria: Instructional Practices, Integrated Skills)

The Committee Recommends:

1. The JROTC Department review, identify, and requisition needed primary language instructional materials from the Defense Language Institute in order to facilitate learning by NEP/LEP cadets. (School Report, JROTC Department, pp. 10-13; Conference with JROTC Department; WASC Criterion: Curricular Program; CDE Criterion: Special Needs)

## The Committee Commends:

1. The Science Department for encouraging student participation in the Science Olympiad Regional Bridge competition, the space shuttle experiment program, and for involving and encouraging students to showcase their scientific problem solving abilities in the first science fair to be held at the high school. (School Report, Science p. 12; CDE Criterion: Science; Conference with Science Department)
2. The district administration, site administration and Science Department staff for the development of a bilingual science program on all tracks, and for attempting to provide assignments and curriculum materials strong in content, but sensitive to the needs and language abilities of the students to enhance student learning. (School Report, Science, pp. 10, 11, 18, 19, 21, 23; Conference with Science Department)
3. The Science Department for utilizing Common Planning Time (CPT) to facilitate curriculum development, department communication, and sharing conference information to improve instructional practices. (School Report, Science, p. 21; Conference with the Science Department)
4. The Science Department for their willingness to experiment with new instructional strategies and share curricular materials within the department for the benefit of students. (School Report, Science, pp. 6, 10, 23; Conference with Science Department)
5. The Science Department for emphasizing laboratory hands-on experiences in all levels of science classes to provide concrete learning for students. (School Report, Science, pp. 10, 15, 18, 21, 23; Observation of classes)

## The Committee Recommends:

1. The school administration and the department work together to make honors and advanced level courses available on all three tracks to assure equal access for all students. (School Report, Science, pp. 7, 13; CDE Criterion: Science)
2. The district and site administration work to provide the science department with training and materials necessary for the infusion of technology such as graphing calculators, laser disks, computers, software, videotext technology and other technology based equipment in all science classrooms to better prepare students. (School Report, Science, pp. 4, 10; CDE Criterion: Science)

3. The Science Department develop a plan to incorporate the use of authentic, performance-based assessment practices and portfolios to appropriately measure student progress toward the achievement of clearly defined student learning outcomes in all course offerings. (School Report, Science, p. 2; CDE Criterion: Science)
4. The Site Administration and Science Department develop science course offering in technical and applied science to support the goals of the Perkins Academy in order to better meet the needs of vocational students. (School Report, Science pp. 5, 21; Conference with the Department; CDE Criterion: Science)
5. The District and Site Administration support the Science Program by providing additional safety equipment (fire blankets and eye goggles or visors, for example) and instructional materials needed for safe, quality science instruction to all students. (School Report, Science pp. 4, 8, 17; CDE Criterion: Science; Classroom Observation)

## SPECIAL EDUCATION

X

### The Committee Commends:

1. The school administration and department staff for providing a curriculum for special needs student that allows them to acquire practical skills as well as a diploma. (School Report, Special Education, pp. 6, 7; Student's Schedules; Conference with Special Education Department)
2. The certified staff, school administration and Chapter 1 Coordinator for allocating resources for a computer room for special needs students. This facility provides special needs students with additional resources and assistance in math instruction as well as serving as an introduction to the use of computers. (School Report, Special Education, pp. 5, 20; CDE Criterion: Special Needs; Conference with Special Education Department)
3. The certificated staff of the Special Education Department, the School Site Leadership Council, and the community for implementing a Community Based Instruction (CBI) component for special needs students. This component of special education is an invaluable resource in teaching students how to function appropriately and effectively outside the school. (School Report, Special Education, pp. 3, 20; CDE Criterion: Special Needs)

### The Committee Recommends:

1. The school administration and staff investigate ways to better serve the limited and non-English proficient students who are also identified as needing special education services to provide equal access to the curriculum. (School Report, Special Education, pp. 13, 25; CDE Criterion: Special Needs)
2. That the Special Education Department work with the school administration and School Site Leadership Council to explore, develop and implement a procedure that will allow 11th and 12th grade special needs students to take vocational education courses off campus to acquire vocational/job skills while gaining credit toward graduation. (School Report, Special Education, pp. 8, 21; CDE Criterion: Special Needs)
3. The Special Education Department develop and implement department wide portfolio projects or other alternative assessments for special needs students to broaden the assessment process. (School Report, Special Education, pp. 13, 17; CDE Criterion: Evaluation)



4. The Site Administration and Special Education Department develop communication strategies that will make all teachers in the school more knowledgeable of students with special needs. This strategy will encourage the success of all special need students. (Conference with Special Education Department; CDE Criterion: Special Needs)

## VISUAL AND PERFORMING ARTS

X

### The Committee Commends:

1. The visual and performing Arts Department for its commitment to meeting the needs of ESL students. (School Report, Visual and Performing Arts, pp. 4, 13, 18-19; CDE Criterion: Visual and Performing Arts Curriculum - Instruction; WASC Criterion: Curricular Program)
2. The visual and performing arts department for providing curriculum sequencing that is aligned with the State Framework and which encourages students to become independent learners. (School Report, Visual and Performing Arts, pp. 3, 6, 9, 11; WASC Criterion: Curricular Program; CDE Criterion: Visual and Performing Arts - Curriculum, Instruction, Evaluation)
3. The Visual and Performing Arts Department for use of community resources to enhance school programs and enrich student learning. (School Report, Visual and Performing Arts pp. 10, 12; CDE Criterion: Visual and Performing Arts - Material and Resources; WASC Criterion: Co-Curricular Program)
4. The Visual and Performing Arts Department for contributions to the development of the Humanitas Academy where Art History is one of the thematic core courses in an interdisciplinary setting which reinforces each participating department's contribution to the students' total learning experience. (School Report, Visual and Performing Arts, pp. 6, 8, 11-13, 17-19; WASC Criterion: Curricular Program; CDE Criterion: Visual and Performing Arts)
5. The Visual and Performing Arts Department for providing many opportunities for students of art to show their creative works through displays, participation in contests, and assembly of portfolios, thus encouraging students to build self-confidence, motivation for additional study, and the satisfaction of being able to share one's artistic talents. (School Report, Visual and Performing Arts, pp. 3, 6, 10-11, 13, 16; WASC Criterion: Curricular Program; CDE Criterion: Visual and Performing Arts)

### The Committee Recommends:

1. The School administration and staff seek new resources in order to provide students with additional critical instructional equipment to assure and optimal learning experience in the classroom. (School Report, Visual and Performing Arts, pp. 7, 19; WASC Criteria: Curricular Programs, Finance)

Page 2  
Visual and Performing Arts

2. The school administration and staff review current program offerings to insure that interested students have access to visual and performing arts courses and advanced visual arts courses. (School Report, Visual and Performing Arts, pp. 7, 13, 18-19; WASC Criterion: Curricular Programs; CDE Criterion: Special Paths)

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## LEARNER OUTCOMES

*What are the essential learnings we believe are critical to the success of all of our students?*

A diploma from Thomas Jefferson High School means:

- . mastery of essential skills (reading, writing, speaking, listening, numeracy skills and critical thinking skills);
- . facility in social interaction;
- . capacity to apply problem solving techniques to real life situations;
- . understanding of citizenship responsibilities, political process and the experiences needed to actively participate in the process;
- . responsibility in maintaining an ecologically sound environment (school, community, globe);
- . ability to use technology as a tool for learning;
- . acquisition of strategies to sustain lifelong learning and career planning.