

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

VISITING COMMITTEE REPORT

THOMAS JEFFERSON HIGH SCHOOL

UTILIZING THE
FOCUS ON LEARNING PROCESS
2001 EDITION

APRIL 1 - 4, 2001

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VISITING

COMMITTEE

REPORT

Chapter I: Student/Community Profile

- *Include School's Student/Community Profile*

THOMAS JEFFERSON HIGH SCHOOL STUDENT/COMMUNITY PROFILE

INTRODUCTION

Thomas Jefferson High School, located in South Central Los Angeles, is one of the oldest schools in the Los Angeles Unified School District (LAUSD). Since first opening its doors in 1917, Jefferson and the immediate community surrounding it have undergone many transitions. In the last 15 years, the community has changed from an African-American to a Hispanic majority. Presently, Jefferson HS's 3,465 students represent a population that is 92.6% Hispanic, 7.0% African-American, and .4% Asian.

According to the 1990 Census Report, South Central Los Angeles is one of the most densely populated areas of Los Angeles. As a result, Jefferson HS is severely overcrowded and has been on a year-round Concept 6 Calendar since July 1991. The Concept 6 Calendar operates as follows: The student body and faculty are divided into three "tracks" with alternating two-month vacations. Two of the three tracks, representing two-thirds of the student body and faculty, are in attendance at any given time. Although this schedule requires adaptability on the part of students and faculty, it also provides flexibility to students who may use "off-track" time to make up failed classes, to enroll in skill-building programs, or to find employment.

A small "fourth track" functions independently at the Jefferson HS Los Angeles Trade Technical College satellite campus.

COMMUNITY PROFILE

The economic status of most area residents reflects low to lower-middle class incomes, with 83% of Jefferson HS students qualifying for the federal free/reduced lunch program. The majority of Jefferson HS families are recent immigrants from Mexico and Central America, and 44% of Jefferson HS students are classified as Limited English Proficient (LEP) students. Surveys show that the average parent educational level is third grade, annual income is about \$2,800, and 93% of student households are Spanish speaking. Additionally, statistics from the California Department of Health Services indicate that the school's attendance area (postal zone 90011) has the highest incidence of live births in teens in Los Angeles (772 live births per year). Poverty, second language acquisition, low levels of parent education, and teen pregnancy pose significant learning challenges for Jefferson HS students and tax the school's instructional and support staff capabilities.

DISTRICT PROFILE

LAUSD encompasses 54 comprehensive high schools, 44 continuation high schools, 17 alternative high schools, and 27 special education centers, which serve more than 250,000 students between 14 and 21 years of age. As of July 1, 2000, the district reorganized into 11 semi-autonomous geographic areas identified as "mini-districts." or

local districts designated alphabet letters A-K. A mini-district superintendent administers each local district.

Jefferson HS is situated in Local District H. Local District H encompasses three high schools, 10 magnet clusters, one special education school, seven middle schools, and 37 elementary schools. The 68,000 students in Local District H typically reside in areas of downtown, South Central Los Angeles, and East Los Angeles.

A large population of LEP students heavily impacts LAUSD. LEP students comprise 45% of the district's total student population and place special instructional demands upon educational programs and school staff.

LAUSD also faces severe student overcrowding and a shortage of fully credentialed teachers. California's statewide class-size reduction efforts, which are now being implemented at elementary and high school levels, have exacerbated overcrowding and teacher shortages.

STUDENT ENROLLMENT

Jefferson HS's enrollment for the 2000-2001 school year of 3,465 students is down from 3,685 students in the 1996-1997 school year. The lower enrollment total reflects a smaller "cap" due to an increased number of special education students and ninth grade class size reduction. Of Jefferson HS's 3,465 students, 1,635 are female and 1,806 are male. Hispanics comprise 92.6% of our student population, African-Americans account for 7.0% and Asians make up 0.4%.

For the past five years, Jefferson HS's Hispanic population has increased while the African-American population has decreased. For example, in 1995, African-Americans represented 8.5% of the total enrollment, or 310 students. In 1999, the African-American population decreased to 237, representing only 6.8% of the total school enrollment. Although Jefferson HS's African-American population has been declining for the past 15 years, this year's enrollment indicates a slight increase (0.2%) in numbers of African-American students.

While the African-American student population decreased, Jefferson HS's Asian population has been increasing. In 1996, only six Asians were enrolled at our school. Currently, there are 19 Asian students.

Jefferson HS's grade level enrollment has remained fairly consistent for the past five years. With 1,323 students, ninth grade has the largest enrollment. Each subsequent grade level represents a decrease in student enrollment. By grade 12, the senior class enrollment decreases to one-third of its original size.

Numerous factors contribute to the size disparity between ninth and 12th grade students enrollment. A high transiency rate and a 5.8% drop-out rate account for some of this disparity. Additionally, large numbers of English as a Second Language (ESL) and student "demotes" who lack the credits to qualify for upperclassperson status students inflate the number of students in the lower grades.

Jefferson HS's student population can be classified in the following four subgroups: 44% LEP, 3% Gifted and Talented Education (GATE) students, 5% special education students, and 5% mainstreamed special education students. Eighty-three percent of our students qualify for targeted assistance from Title I, and 44% receive services from the Bilingual Program.

SAFETY AND CRIME

Jefferson HS is assigned two full-time school police officers. From July 1, 1999, to June 30 2000, 61 criminal incidents were reported at the school of these, 65.9% were property crimes, 50.8% were drug and/or alcohol related, 14.8% were crimes against persons, and 32.7% were other types of crimes (e.g., loitering, possession of weapons). The majority of these incidents occurred during the school day on campus; the remaining incidents occurred when students were in transit to or from school.

Looking specifically at property crimes, approximately 60% of the victims were males. More than three-fourths of property crime victims and suspects were Jefferson HS students.

STUDENT ATTENDANCE

Schoolwide efforts to improve student attendance have been effective. In 1995, Jefferson HS's attendance rate was 82.8%. In 1999, our attendance rate had increased to 88.85. Although student attendance has improved on all tracks, the D Track Trade Tech Program leads with a 92.0% student attendance rate. Our school received special LAUSD recognition for significant attendance improvement in the 1998-1999 school year.

With the exception of the 1996-1997 school year, the school's dropout rate has steadily decreased from 8.75 in 1995 to 5.8% in 1999. This decrease is largely the result of better accounting and tracking procedures.

As Jefferson HS's stability rate increases, the transiency rate decreases. In 1995, the stability rate was 66.4%. The stability rate increased to 77.6% in 1999. The transiency rate of 53.76% in 1995 decreased to 34.44% in 1999. These rates reveal that the school's population is more stable than it was five years ago. Increased stability and attendance rates positively correlate with student achievement and school morale.

LIMITED ENGLISH PROFICIENT POPULATION

LAUSD classifies both ESL students and Preparing to Redesignate Program students as LEP. Presently, 44% of the Jefferson HS student population is classified as LEP. The percentage of LEP students has decreased from 61% in 1995.

Jefferson HS's LEP population has significantly decreased because of intensified LAUSD and state redesignation efforts. Our school's redesignation rate has increased from 8.86% in 1995 to 20.56% in 2000. As a result, our bilingual funding has decreased.

Although the Bilingual Office provides student support and ongoing testing throughout high school, most students are redesignated in the ninth grade. In 1999 alone, 317 ninth graders achieved Redesignated Fully English Proficient (RFEP) status. Despite rigorous efforts, some upperclasspersons have yet to meet the redesignation criteria.

TITLE I PROGRAM

Eighty-three percent of Jefferson HS's students qualify for Title I services through the Federal Free/Reduced Lunch Program. Although the categorical program is a targeted program the majority of our student body benefits from it. The Title I Program funds the following staff positions:

- Paraeducators (7)
- Psychiatric Social Worker (1)
- Pupil Services Attendance Counselor (1)

- Drop Out Prevention Coordinator (1)
- Community Representatives (2)
- Student Aides (5)
- Testing Coordinator (1)

In addition, Title I funds the school's Accelerated Reader program for ninth grade students and budgets money for professional development conferences, and classroom materials. Jefferson HS's Title I Program supplements, rather than supplants, the school budget.

SPECIAL EDUCATION

Jefferson HS's total special education population is 337 students, which represents 10% of the entire school population. Fifty percent of special education students participate in the Resource Specialist Program (RSP) and are "mainstreamed" into regular classes for all but two instructional periods per day. The other 50% are enrolled in the appropriate Special Education Programs; Community Based Instruction (CBI) or Special Day Classes (SDC). The CBI program is offered only on A Track and has an enrollment of 31 students. The SDC program is offered on both B and C tracks and enrolls 269 students. The 2000-2001 special education enrollment by track is 68 students on A Track, 135 students on B Track, and 134 students on C Track.

In 1999, Jefferson HS's cap was lowered because an increased number of special education students were assigned to the school site. For example, the SDC and RSP 1999 enrollment numbers grew by 36 and 33 students respectively. The CBI Program did not experience any growth in 1999.

Jefferson HS's special education student enrollment by ethnicity is 76.65 Hispanic and 23.4% African-American. Of our African-American students, 32.5% are enrolled in special education, while only 8.0% of the total Hispanic enrollment is represented in a special education program. Although many of our special education students are identified prior to their ninth grade matriculation into Jefferson HS, the disproportionate representation of African-American students in the Special Education Department is an area of concern.

GIFTED AND TALENTED EDUCATION

At Jefferson HS, 120 students are identified as eligible for the GATE Program. These students comprise 3.7% of our entire student population. They reflect 7.1% of our Asian students, 3.6% of our Hispanic students and 2.1% of our African-American students. Such demographic data indicates that Asians are overrepresented and African-Americans are underrepresented in the GATE program.

GATE students may be identified in four different categories: Intellectual, High Achieving, Visual Arts, and Performing Arts. At Jefferson HS 97.2% of identified students are categorized as High Achieving. The remaining 2.8% are identified as gifted in Visual Arts. There continues to be a need to identify students in the Intellectual and Performing Arts categories.

GATE students comprise 4.3% of A Track students, 2.6% of B Track students, and 3.9% of C Track students. When Jefferson HS became year-round, the school's Honors and Advanced Placement courses remained on A Track. Equity and access to these programs for students on all tracks is still in progress.

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D TRACK TRADE TECH PROGRAM

Jefferson HS's Trade Tech Program, located at Los Angeles Trade Technical College, provides 11th and 12th grade students with a special opportunity to make up missing graduation credits by concurrently enrolling in high school and college classes. This program, commonly referred to as D Track, enrolls 116 students and provides an alternative setting for students who may not function effectively in a regular high school environment. The Trade Tech satellite program has been very successful in both attendance and graduation rates. During the 1999-2000 school year, D track's attendance rate was 92%, the highest of all four tracks.

CAREER INTEREST PATHS

In an effort to improve student achievement and motivation, Jefferson HS restructured into nine different "Career Interest Paths" (CIPs) at the beginning of the 2000-2001 school year. Each CIP was designed to focus on particular careers. Career focus areas encompass the fields of art, business, entertainment, engineering, environmental science, film, technology, social justice, and cultural studies. All CIP curricula are aligned with California and LAUSD standards and meet A-G requirements needed for admission to the University of California (UC) and California State University (CSU) systems.

CIPs are intended to personalize instruction and better prepare young people for post-secondary education and workplace entry. They provide students with a sense of belonging that is often missing in large comprehensive high schools. In addition, these CIPs represent smaller learning communities. Educational research suggests that smaller learning communities increase student attendance, decrease apathy, and improve motivation. Jefferson HS's CIPs were also created to connect classroom activities to students' career goals.

Jefferson HS's nine CIPs are equally distributed across the tracks. The CIPs represent e.BAM (e-commerce, Business, Adventure & Media), social Justice, Urban Action, Arts & Entertainment, Business-Tech Environmental engineering, Engitech, Film and Theater Arts, and Urban Community and Cultural Studies pathways. Although the CIPs are still in developmental stages, they have fundamentally realigned students and teachers into smaller groupings.

FACULTY

Jefferson HS has a total of 151 faculty members, with 49 teachers on A, B, and C tracks and four teachers on D Track. The English Department is the largest department with 32 members. The other core academic departments – Math, Science, and Social Studies – have an average of 17 members each. The Special Education ESL Departments have 15 and 12 members respectively.

Much of the teaching faculty is relatively new to the school. Almost 50% of the faculty has taught at Jefferson HS for five years or less. The new teachers are guided by a core of teachers who have taught at Jefferson HS for 11 or more years. These groups of new and experienced teachers compliment one another and create an atmosphere of innovation, knowledge, and practicality.

More than two-thirds for Jefferson HS teachers are fully credentialed. The remaining one-third are working on their teaching credential through LAUSD's Intern Program or a college/university teacher education program. A little more than one-fourth of our teachers have Emergency Credentials. Jefferson HS teachers have obtained the following degrees: one Doctoral Degree, 63 Master's degrees, and 96 Bachelor Degrees, with the remaining (12) not responding to this question on a recent survey. In addition 26 teachers have completed SB1969

Bilingual Certification. 47 have their Cross Cultural Language and Diversity Certificates (CLAD), 17 have a Bilingual-CLAD/Bilingual Certificate of Competency, and one has a Language Development Specialist Certificate.

The faculty is ethnically diverse, with 43.95 of its members reported as White, 27.25 African-American, 20.8% Hispanic, and 5.2% Asian. In recent years, the numbers of African-American and Hispanic faculty have increased. Also, a growing number of Jefferson HS graduates recently have joined our teaching staff.

ADMINISTRATION

Jefferson HS has six administrative positions: one Principal, two generic assistant Principals, two Assistant Principals for Student Support Services, and one Assistant Principal of Student Counseling Services. Each administrator has a minimum of 10 years of service with LAUSD. The ethnicity of our administration reflects diversity similar to the student body with three African-Americans, two Whites, and one Hispanic administrator.

CLASSIFIED

Thomas Jefferson HS employs 83 classified staff. Twenty-six are employed full-time, and 57 are part-time staff members. Of our classified staff 1.2% are Asian, 44.6% are African-American, and 54.2% are Hispanic. The classified staff reflects an ethnic diversity similar to our student population.

STUDENT ACHIEVEMENT

Stanford 9: As the data from our Stanford 9 Achievement Test indicate, our students score well below the 50th percentile in reading, mathematics, and language. Low Math and Language Arts scores determined the school's 1999-2000 Academic Placement Index (API) score of 411. Concentrated efforts to help students improve their scores continue. However, as the test data shows, our results are mixed for the two years that the state has used this instrument as a measure of student achievement.

Stanford 9 Reading scores

- Ninth grade students show neither gains nor losses from 1998 to 2000.
- Tenth graders' scores dipped from the 13th to the 11th percentile.
- Eleventh graders posted a 3% gain, jumping from the 15th to the 18th percentile.

Stanford 9 Language Arts scores

- Language scores follow a mixed pattern.
- Ninth grade scores remained the same at the 22nd percentile.
- Tenth graders' scores dipped 1% from the 16th percentile in 1998 to the 15th in 2000.
- Eleventh graders show a gain of 2% from the 22nd to the 25th percentiles.

Stanford 9 Math scores

- Math scores increased for two successive years.
- Math scores are higher than reading and language arts scores.
- The scores dipped in both the ninth and 10th grades in 1999-2000.
- Only our 11th graders show an improvement, with a 35 increase from the 25th to the 28th percentiles in 1998 and 2000, respectively.

Closer examination of the test data reveals that there are disturbing differences in achievement on the Stanford 9 Test among some of our subgroups. Our English Only

population, comprised primarily of our African-American students, performed well below all other students in reading, language arts, and mathematics. In contrast, the Initial Fluent English Proficient population (students whose primary language is Spanish but who spoke English from the onset of their formal education) posted significantly higher scores. In addition, our redesignated students also scored higher than our African-American students.

District Competency Tests: LAUSD's Sharp, write and Topics tests are used to determine basic competency in reading, writing, and mathematics. Analysis of this test data reveals interesting trends about Jefferson HS's instructional program. In 10th and 12th grades, C Track students consistently outscore their peers on almost all other tracks. This trend is reversed twice: 12th grade D Track students outscore their classmates in reading, and 12th and 10th grade B Track students outperform all other students in math. Student test scores suggest some track inequities because A Track students do not improve by the same percentage rate of increase as B and C Track students. For example, A Track student scores increase by an average of 30% between 10th and 12th grades. In contrast, B Track student scores increase by an average of 43%, and C Track student scores increase by an average of 47%. Analysis of student math test scores highlights the disparity between the tracks: A Track student scores increase by 30%, whereas C Track student scores increase by 55%. There are also disparities between ethnic and language proficiency subgroups. In the 10th grade, our RFEP students outperform our African-American students by 72% in all categories, although by the 12th grade the gap closes to 39%. These results are of great concern because English is the primary language of our African-American students.

Core Department Assessment of Student Work: During the summer and fall of the 2000-2001 school year, each core academic department assessed the student performance of Expected Schoolwide Learning Results (ESLRs) 2 and 6.

- **English Department:** In the English Department, students read the short story "The Circuit" and answered reading comprehension questions that tested students' skills at finding information, making inferences, and thinking critically. Although most students successfully answered questions in which the answers were explicitly stated in the story, students had difficulty drawing logical inferences from the text. A second assignment required students to write a personal letter to a character in the story. The majority of students scored between a 2 and 3 on a generic 4-point writing rubric. Student work demonstrated significant deficiencies in syntax, grammar, register, tone, spelling, paragraph construction, and strong topic sentences.
- **Science Department:** The Science Department used a lab experiment and written report to assess student performance. Analysis revealed that only the most highly skilled students effectively communicated their ideas in writing. Although the lab reports exhibited correct data collection procedures, significant writing errors prevented students from conveying the breadth of their scientific knowledge. The department decided it needs to develop and adopt a standardized lab report to minimize student misunderstandings.
- **Social Studies Department:** The social Studies Department assessed ESLRs 2 and 6 by assigning a multi-paragraph writing assignment that required students to demonstrate historical concepts. Assessment of writing samples demonstrated that students understood the historical concepts, but were not able to accurately record their understandings. A variety of syntactical, mechanical, grammatical and

structural errors impeded understanding and resulted in below acceptable scores on a department-created rubric.

- **Math Department:** The Math Department administered a linear graphing assignment and corresponding write-up to assess students' use of algebra and language. The assignment was assessed for completeness, logical reasoning, writing, execution, and use of procedural steps. Department members found that students were not able to perform grade-level algebraic computations; nor were they able to communicate their mathematical procedures in proper English. Most students performed below acceptable levels. Students fared better at using and applying basic math than at demonstrating knowledge of algebra. Some department members retaught and retested their students. These teachers reported an increase in demonstrated skills when students completed the assignment a second time.

Advanced Placement Tests: The longitudinal data relating to student achievement on the Advanced Placement (AP) tests is encouraging. Not only has the number of students taking the AP tests increased, but also the number passing with scores of "3" or higher has improved.

Scholastic Aptitude Tests: Student scores on the Scholastic Aptitude Test (SAT) are far below the national average. Although there is a slight increase in the total number of students taking the test, there has been little improvement in the students' overall raw scores. In 2000, one-fourth of Jefferson HS's graduating seniors took the test. Disaggregated ethnic data reveals general parity between Jefferson HS's major subgroups. For example, 26% of African-American and Hispanic seniors took the test, while 33% of our Asian students took the test. Considering Hispanics comprise 90% of the student population, they are the most underrepresented subgroup completing the SAT. Data for Jefferson HS students taking the American College Test (ACT) indicate similar patterns of achievement. This data reveals that Jefferson HS needs to increase the number of students taking tests such as the SAT and ACT.

UC/CSU A-G requirements: The number of students meeting and passing the UC and CSU A-G requirements improved from 27.4% in 1996-1997 to 43.7% in 1999-2000. Although the pass rate has increased significantly, a large portion of our senior class is still not fully meeting the requirements for UC/CSU admissions. Of graduating males, no African-Americans and only 41.6% of Hispanics passed the A-G coursework. Graduating female students fared somewhat better: 50.0% of Asians, 13.3% of African-Americans, and 49% of Hispanics passed their A-G required classes.

Completion rates: The graduation rate for Jefferson HS seniors is 85.8%. The graduating class for 1999-2000 was 1.0% African-American male, 46.9% Hispanic male, 0.5% Asian female, 3.7% African-American female, and 47.9% Hispanic female. Those students not completing graduation requirements drop out, enroll in Adult School, or return at a later date to take proficiency exams as needed.

Retention rates: The retention rate of Jefferson HS students decreases from the 9th to the 12th grades. The data reveals that 30% of our 9th graders fail one or more classes. The 10th grade class fares better with 18% being retained. Our 11th grade class has only a 1% retention rate. Finally, 1% of the senior class is retained. There are several explanations for the decrease in the retention rates. Because 30% of our 9th grade students are repeating classes, they may decide to work harder to pass their classes. Ninth, 10th, and 11th grade repeats drop out of school. This is supported by our enrollment data. Ninth grade enrollment in 2000 was 1,317, and 12th grade enrollment was only 478.

Analyzing the retention data in relation to gender and ethnicity reveals a discrepancy among several of our sub groups. Overall, 19.95 of male students are retained, whereas only 15.8% of female students are held back. In comparing ethnic groups, the data indicates that African-American students are retained at a rate of 20.2%, and Hispanic students are retained at a rate of 17.7%. Only 7.0% of Asian students are retained.

Academic Probation Program: Student achievement, as reflected in our failure rates, has remained relatively constant since fall 1999 when the Academic Probation Program began. This intervention program, which targets students with two or more failures in core content classes, shows little to no decline in the total numbers of students identified as needing additional assistance. However, a slight improvement can be seen in the number of students targeted in the fall and spring semesters for 1999-2000, with a smaller number of students targeted in the spring. This suggests that fall semester intervention motivates some students to improve their study habits so they can avoid future Academic Probation identification. The school will continue collecting data on this program to judge its effectiveness in reducing failure rates.

POST-SECONDARY ENROLLMENT DATA

The Postsecondary Choices survey for the Class of 2000 shows that 57.5% (245 students) of Jefferson HS's graduates plan on attending California community colleges when they leave high school. This number is up from 50.4% in 1996. Additionally, a Class of 2000 profile indicates that 12.0% (51 students) were accepted into the CSU system, 5.4% (23 students) were accepted at private California universities, 3.0% (13 students) anticipate joining the military, 2.1% (9 students) will attend a trade school, 1.6% (7 students) were accepted at an out-of-state university, and 1.1% (5 students) were accepted at a UC campus.

Longitudinal data reported from the UC and CSU systems indicates that Jefferson HS student enrollment has decreased slightly since 1998. Meanwhile, enrollment in California private universities and community colleges has increased.

EXTRACURRICULAR ACTIVITIES

Jefferson HS features multiple student clubs and organizations, which include (among others) Chess Club, University of California-Los Angeles (UCLA) Labor Occupation Safety Hazards (LOSH)/Jefferson Safety Hazard Educational Program (Jeff SHEP), Surf Club, gardening Club, social Justice Club, engineering Club, Voter Registration Drive, Key Club, Teach Club, African-American Student Union, Bible Club, class/grade level cabinets, and a full California Interscholastic Federation sports program.

DISCIPLINARY STATISTICS

The number of students who are suspended each year has not changed significantly since 1995. The major reason for suspensions continues to be student disruption of school activities or willful defiance of school personnel. In 1999-2000, African-Americans, representing 7% of the total student population, comprised 18% of the total suspensions and 59% of the total Opportunity Transfers. The disproportionate representation of African-Americans has been noted as an area of primary concern.

STUDENTS' VIEW OF THE SCHOOL

In spring 2000, a Student Survey was administered to students on all three tracks. The survey featured four distinct domains: Student Involvement, Support for Student Learning, Quality of the Instruction Program and School Climate and Environment for Learning. Of the four domains, the Quality of the Instructional Program earned the highest approval ratings, and the School Climate and Environment for Learning earned the lowest approval ratings. The following data reflects the students' views as voiced in this survey.

- Although 46% of Jefferson HS students reported that they look forward to coming to school everyday, 48% feel unsafe traveling to and from school and 43% believe the school is not an orderly and safe place for learning. These responses indicate that students view both the community and school environments as places needing improvements in safety and orderliness.
- Only 25% of the students surveyed agree that school spirit is "very high", 44% disagree with this statement, and 27% are neutral.
- Students surveyed view various faculty members quite differently. Teachers are the most well respected with a 46% approval rate. Counselors earn a 34% approval rate.
- Forty-seven percent of students responded that technology is not yet incorporated into classroom instruction.
- Student attitudes toward school administration indicate that only 20% of students surveyed believe that the principal is available to hear a suggestion or assist with a problem. Forty percent reported that they believe the principal is unavailable, while the other 40% were undecided.

The students' survey responses about the instructional program are generally positive:

- Fifty-five percent of students surveyed view schoolwork as challenging and requiring students' best effort.
- More than half of students surveyed (51%) indicated that teachers use ways of teaching that help students achieve the knowledge and skills they are expected to learn, a finding that correlates with Jefferson HS's teacher survey responses.
- Fifty-seven percent of students surveyed indicated that homework helps students improve their learning.
- Forty-six percent of students reported that assessments and tests provide important information that helps students to improve.

Despite these reasonably high survey percentages, only 20% of students responded that Jefferson HS's educational program is high quality. Student responses to the quality of the quality of the school's educational program seem to conflict with their other survey responses. It is plausible that low morale influenced large numbers of students to make a negative overarching statement, although roughly 50% indicated satisfaction with specific aspects of the instructional program. Regardless of the specific reasons guiding the student's choices, such responses suggest room for improvement and a need for further investigation.

PARENTS' VIEW OF THE SCHOOL

In late spring 2000, the Parent Advisory Committee (PAC) administered a Parent Survey to its members. Sixty PAC parents responded. The following results were gathered from this small sample of parents.

- More than two-thirds (70%) of parents surveyed feel welcome at Jefferson HS.

- Two-thirds of the parents responded that Jefferson HS provides them with sufficient opportunities for parent involvement.
- Two-thirds of parents surveyed reported that they are informed of the school's policies.
- Half of the parents surveyed indicated that the reports concerning students' academic progress are adequate.
- Less than half of the parent respondents agree that teachers communicate regularly with parents.

Parent Survey responses indicate that most parents are satisfied with Jefferson HS's parent outreach, although parent-teacher communication need to be improved.

More than half of the parent respondents were satisfied with the quality of instruction at Jefferson HS, although more than one-third of parents surveyed (39%) reported that students did not receive sufficient homework. Less than one-third of parent respondents (31%) agreed that teachers cared about the students, while one-half (51%) responded that they were satisfied with how counselors and teachers treat students. These findings suggest that greater communication between teachers and parents is needed.

TEACHERS' VIEW OF THE SCHOOL

In spring 2000, a Teacher Survey was given to all teachers on all four tracks. The survey addressed four specific categories: Quality of the Instructional Program, Support for Students' Learning, School Climate/Environment for Learning, and School Organization and Administration. In all four categories, responses by teachers expressed both positive and negative views.

- Teacher survey responses indicated that more than 80% of the teachers provide instructional strategies that will enable our students to acquire necessary skills, yet about 90% responded that they are hampered with their instructional program by the lack of materials and size and condition of the facilities. As a result, only 15% of teachers surveyed viewed our instructional program as a quality program.
- Between 70% and 80% of the teachers surveyed reported that they hold high expectations for our students, give students the assistance necessary to succeed, and provide personal encouragement for their work. However, 65% of teacher respondents indicated that the students need to take more responsibility for their work, the counselors need to provide more support for students, and parents need to be more involved in their students' education.
- Seventy-five percent of our teachers responded that our students are given recognition when earned.
- Seventy percent of teachers surveyed indicated that there is no problem speaking to the administrators, but 54% stated that they would like more administrative visits to their classrooms.

Eighty-five percent of the teachers reported that they enjoy teaching.

STATE AND FEDERAL PROGRAM MANDATES

Many state and federal mandates directly impact Jefferson HS's instructional program. The passage of Proposition 227 by California in 1998 reshaped LAUSD policy for instructing English Language Learners. In accordance with Proposition 227, Spanish language instruction now is available only if parents request a waiver. Currently, 90% of Jefferson HS's LEP

students participate in "Model B" classrooms where they receive instruction in English. The remaining 10% are in "Model A" classrooms where they are instructed in their primary language.

Proposition 209 ended the use of affirmative action policies for admission to public colleges and universities in California. Data from the CSU and UC systems reveal a slight decrease in Jefferson HS students' application and admittance rates. Although application and admission to the CSU and UC networks have slightly decreased, student applications and admission to both California and out-of-state private colleges have increased. Additionally, CSU and UC college outreach efforts have increased with programs such as the Career Based Outreach Program (CBOP), California student Opportunity and Access Program (Cal SOAP), and Upward Bound recruitment programs.

SCHOOL-UNIVERSITY/COLLEGE PARTNERSHIPS

UCLA sponsors two educational support programs that directly benefit Jefferson HS students: CBOP and the Mathematics Diagnostic Testing Project. California State University Los Angeles (CSULA) is collaborating with Jefferson HS on the Academic Improvement and Achievement Act (AIAA) Grant. Through this grant, CSULA also funds such on-site programs as Pathways and Cal SOAP. Jefferson HS also works with the University of Southern California's Med Corp Program. In addition, selected Jefferson HS students participate in Upward Bound Programs with Occidental College and Los Angeles Community College.

SCHOOL-BUSINESS COMMUNITY PARTNERSHIPS

Jefferson HS works both independently and in collaboration with the LAUSD's Adopt-A-School program to establish partnerships with local businesses. These partnerships enhance the school's instructional program by providing students with resources, mentors, and employment opportunities. Some of the business and community organizations Jefferson HS works with include Choice Meats, Day West Transport, the Dunbar Economic Development Organization, Shell, McDonald's, Jack in the Box, Sony, Disney, and the Metropolitan Water District.

Some of the business and community organizations include Concerned Citizens of South Central Los Angeles, California Conservation Corps ("Clean & Green"), Hollywood Beautification, TreePepole, L.A. Works, South Central Youth Empowered Through Action, Southwest Voters Registration Drive, and UCLA LOSH/Jeff SHEP. These organizations assist Jefferson HS with campus beautification, political awareness/mobilization, and curriculum development activities.

PARENT PARTICIPATION

During the 1999-2000 school year, parent participation in the Parent Advisory Committee and Bilingual Advisory Committee meeting increased. Participation rates now average 40 parents per meeting, an increase from the 1989-1999 rate of 28 parents per meeting. Twice per semester, Jefferson HS provides parents with the opportunity to meet teachers. Approximately 300 parents attend each of these two events (Back-to-School Night and Parent-Teacher Conference Night). Parent representatives sit on the School Site Leadership Council and other important subcommittees. Because 92% of Jefferson HS parents speak Spanish, translation services are provided at meetings. The recent addition of a Parent Center has made the school more inviting to parents and the community. Funding from the Title I and Bilingual

Programs is used to provide parents with training in the areas of leadership and student advocacy.

WORKFORCE DEVELOPMENT

Jefferson HS's School-to-Work programs include Unite L.A., the Regional Occupational Program, Summer Youth Employment Training Program, the Jefferson Adult School, and a variety of industry training programs. In the 1999-2000 school year, Jefferson HS promoted intersession employment and work experience opportunities with the Los Angeles International Airport, Magic Mountain, and local hotels. The school's Career Center also serves as a clearinghouse for local job opportunities and helps to bridge the gap between education and work.

SCHOOL FINANCIAL SUPPORT

Jefferson HS is supported with state and federal funds. District/state funds such as the 4111/4170 Instructional Materials Account and the 1654 Year-Round Account, support the school's basic programs. Federal and State Categorical Funds from Bilingual and Title I focus school resources and services on targeted populations. Federal Perkins money partially funds the school's vocational offerings, and the funds available from the Digital High School Grant, the Advanced Placement Challenge Grant, the Academic Improvement Achievement Act Grant, Smaller Learning Communities Grant, and the Integrated Science Grant support specific school efforts. District Proposition BB funds are used to fund capital projects that include remodeling, retrofitting, and construction efforts. All instructional funds are directed toward implementation of the ESLRs. Our School Based Management Budget Subcommittee allows for input from faculty regarding how non-categorical funds should be spent.

- ***Comments on significant findings of the profile and other items not included in the profile***

Thomas Jefferson High School, located in South Central Los Angeles, is one of the oldest schools in the LAUSD. In the last 15 years, the community population has changed from an African-American to a Hispanic majority. Presently, Jefferson High School's 3,465 students represent a population that is 92.6% Hispanic, 7.0% African-American, and 0.4% Asian. According to the 1990 Census Report, South Central Los Angeles is one of the most densely populated areas of Los Angeles. As a result, Jefferson High School is severely overcrowded and has been on a year-round Concept 6 calendar since July 1991. Other factors to consider are poverty, second language acquisition, low levels of parent education, and teen pregnancy, which pose significant learning challenges for Jefferson High School students. The norm-referenced test (SAT 9) administered to students reflects the continuing need to stress reading, mathematics and language across the curriculum. African-American students performed well below all other students in reading, language and mathematics. Although core departments assessed student achievement of the two selected ESLRs, they did not disaggregate the data to reflect performance of subgroups. Of the 337 students enrolled in Special Education, 32.5% are African-American. One hundred twenty (120) students are identified as eligible for GATE services; only 2.1% are African-American.

Jefferson High School's grade level enrollment has remained fairly consistent for the past five years. With 1,323 students, ninth grade has the largest enrollment. Each

subsequent grade level represents a decrease in student enrollment. By grade 12, the senior class enrollment decreases to one-third of its original size.

The Student Survey administered to students on A, B, and C Tracks featured four district domains: Student Involvement, support for Student Learning, Quality of the Instructional Program, and School Climate and Environment for Learning. Although the Quality of the Instructional Program had the highest approval ratings, only 20% of students responded that Jefferson High School's educational program is of high quality. School Climate and Environment for Learning received the lowest approval ratings as evidenced by the fact that although 46% reported that they look forward to coming to school, everyday, 48% feel unsafe traveling to and from school and 43% believe that the school is not an orderly and safe place for learning.

The Parent Advisory Committee (PAC) was surveyed in late spring 2000 with only sixty (60) PAC parents responding. While most of these respondents are satisfied with parent outreach efforts, Parent-Teacher Communication remains an area for improvement. Less than one-third of parent respondents agreed that teachers cared about their students, while one-half responded that they were satisfied with how counselors and teachers treated students.

More than two-thirds of Jefferson High School teachers are fully credentialed. The remaining one-third are working on their teaching credential through LAUSD's intern Program or a college/university teacher education program.

It was unclear what progress was being made toward achieving equity and access to Honors and Advanced Placement programs for students on all tracks. For the last 10 years these programs have been available only on A Track. In an effort to improve student achievement and motivation, Jefferson High School restructured into nine different "Career Interest Paths" (CIPs) at the beginning of the 2000-2001 school year. However, no student success measures or criteria seem to be in place to determine the success of this restructuring effort as it relates to student achievement of the ESLRs. Additionally, there seems to be no survey results from D Track students.

Chapter II: Progress Report

- *Comments on the school's major changes and follow-up process since the last self-study.*

One of the major recommendations of the 1994-95 Pursuing Excellence visit was to expand the existing academies to include all students. Within two years, additional sections of those academies had been added to the master calendar on the three tracks. The Goals 2000 Committee began to address the further implementation of the original recommendations to involve all students in a smaller learning community. During the 1998-99 and 1999-2000 school years, this subcommittee, in conjunction with the UCLA School of Management and "Critical Friends" program, worked on a plan to restructure the entire school into what became known as "Career Interest Paths". During the spring 2000 semester teachers and students made CIP selections. The new structure was implemented in July 2000. Local District H, in conjunction with the school's efforts to restructure how students are served, conducted an overview of America's Choice School design program in 1999-2000. Conversations continue with further refinement of the smaller learning communities concept to better address student achievement.

● *Discussion of the progress made on all recommendations from the last full visit.*

The previous WASC **major** recommendations have been addressed. These recommendations dealt with strategies to encourage parent participation, improvement of school appearance and maintenance/operations response time, student access to technology, enhanced communication within the school and between the school and parent community, attendance and dropout rates, expansion of number of academics and Professional Development designed to reduce failure rates. Below are summary comments regarding the issues addressed in these majors:

- Opening of Parent Center in 1996
- To promote parent participation, schoolwide fairs, and workshops are held in the afternoons, evening, and weekends.
- Proposition BB funds have been used to renovate the auditorium, football stadium and small gym.
- A joint grant project between the school and the Hollywood Beautification Team is underway.
- Installation of stop signs and speed bumps to improve pedestrian safety
- Utilization of a computer to improve maintenance response time
- Formation of the school Support Committee to address maintenance, safety and security concerns, and a School Safety Committee to address emergency procedures and all school safety issues.
- Digital High School Restructuring Grant and Proposition BB funds have financed the initial infusion of technology and teacher training
- Most ninth grade students take a semester long basics computer class.
- Advanced computer classes are offered during and after school.
- The Jefferson Media Project was created in 1996 to familiarize students with technology used in the media. This program is evolving into C Track's Film and Theater CIP. Other technology-focused CIPs include eBAM (A Track), Business-Tech (B Track), Engitech (B Track), and Environmental Engineering (C Track). All CIPs are working to incorporate digital portfolios into their curriculum.
- Enhanced communications within the school has been realized through the daily bulletin, P.A announcements, and the dry erase bulletin in the Main Office provides information for faculty and staff. Input is solicited and ideas are shared at monthly department, faculty and subcommittee meetings. A new classroom communication system is being installed with Proposition BB funds. A six to eight week orientation provides teachers with the information they need to be active participants in the school community. Ninth grade orientation, Student Life Committee, Leadership students' presentations and a Student Planner/Handbook are means through which students are informed about school-related issues. A Jefferson High School Web site has been designed and is accessible to staff, students and parents. However, it is unclear as to how many homes have computers. The Parent Handbook is currently being revised. Additionally, some parents are informed through PAC meetings, letters and phone calls.

- The District has twice recognized improved attendance rates. Efforts include the institution of a Tardy Policy, collaboration between a full-time Pupil Services and Attendance Counselor and the Dropout Prevention Coordinator, perfect and improved attendance recognition, a revamped test schedule to reduce the number of days after final exams, and the planning of special events to take place on Fridays.
- Between 1995 and 1998, the existing Academies expanded to include more students as evidenced by doubling the enrollment from fifty to one hundred students per track in the Perkins Academy. The Humanitas Academy adding one team per track for 10th and 11th grades, and the addition of teams on all tracks for 10th–12th grades in the Early College Academy. During the 1998-1999 school year, the Goals 2000 subcommittee advocated offering the academy structure to all students. As a result, the school restructured so that each track would offer distinct Career Interest Paths.
- Professional Development Committee has focused on in-service training and conference attendance addressing reading and writing skills in an effort to help student access the curriculum. Standards-Based Instruction has also been a focus.

Recommendations to the process, program, resource, student and parent committees have also been addressed. Among the noted changes are:

- A process is now in place for formulating, reviewing and revising the school vision, student outcomes and action plans.
- Vertical and horizontal teaming to improve student success in core subjects.
- Security measures for technological equipment are in place.
- The use of surveys to gather input from students and parents regarding school programs and policies
- Additional personnel and new classes have been added to provide all students with equal opportunities on all tracks
- Efforts of the Bilingual Coordinator have resulted in an increase in the number of redesignated students.
- The school administration and counseling office have worked to develop an inclusive communication process that allows counselors and teachers to voice concerns and give input about student scheduling and the development of the master schedule.
- Library service is now available to all students year round.
- Regular, systematic, and written evaluations are provided for classified personnel.
- Guidance services have improved.
- Students have increased opportunities to use technology.
- Activities to recognize students and reward academic excellence include honor roll receptions, SAT 9 assemblies, attendance awards, Academy Awards Banquets, Annual Cosmetology/Clothing receptions and teacher-sponsored awards.

WASC 28865

Departmental recommendations have also been addressed. The most celebrated changes are:

- Creation of Tardy Policy in 1996.
- Increase in number of AP courses offered.
- Expansion of English department electives
- Implementation of 9th grade class size reduction.
- Establishment of Academic Probation Program to provide coordinated intervention strategies for failing students
- Adoption and use of Accelerated Reader Program to improve reading literacy in 9th grade.

Chapter III: Self-Study Process

- *Include a copy of the school's expected schoolwide learning results.*

EXPECTED SCHOOL WIDE LEARNING RESULTS

Thomas Jefferson High School will prepare its graduates to be...

1) Technologically skilled students who:

- Measurable indicator:
- a. demonstrate use of technology across the curriculum (e.g., digital portfolios, Web pages, word processing).
 - 1) Increase by 10% the pass rate in computer literacy class.
 - 2) Increase by 10% the number of students utilizing school site technology to complete class projects and reports.

* 2) Effective users of language who:

- Measurable indicator:
- a. listen, read, write, and research critically and thoroughly.
 - b. speak appropriately, confidently, and effectively in formal and informal situations.
 - 1) demonstrate successful completion of 9th grade performance assignments.
 - 2) Increase by 10% the number of students (surveyed) utilizing oral presentations within the classroom.
 - 3) Increase Stanford 9 Achievement Test Reading and Language scores for grades 10 and 11.

3) Critical thinkers who:

- Measurable indicator:
- a. make appropriate decisions and solve problems.
 - b. gather and analyze data from real world situations to draw inferences and conclusions.
 - 1) Increase the number of students meeting critical thinking state standard for each core content area.

4) Life-long learners who:

- a. develop a personal education and career plan.
- b. demonstrate the ability to set priorities for post secondary goals

Measurable indicator: 1) Increase annually by 10% the number of students using support services as measured by student logs.
2) Have all students complete a senior portfolio before graduation.

5) Socially responsible young adults who:

- a. actively contribute to their school and community through service.
- b. demonstrate racial, gender, cultural, and religious tolerance.

Measurable indicator: 1) Have all students complete a service learning project before graduation.

*** 6) Academically competent students who:**

- a. demonstrate mastery of State and District Content Standards.

Measurable indicator: 1) Have all ninth, tenth and eleventh grade students annually improve on the Stanford 9 test by least one NCE.

*** Denotes the ESLRs the school has selected to focus on this year.**

- *Comment on the school's self-study process with respect to the expected outcomes of the self-study.*

The Thomas Jefferson High School staff began the Focus on Learning process in the fall of 1999. Considering that the process would become a time-consuming effort, each track reserved two of its three buy-back days to begin the process of fostering schoolwide collaboration and directing its energy and resources, both human and fiscal toward improved student achievement. During the remaining one and one-half years, the staff, in creative ways, tailored the process to address several school and district realities and to find some available time to continue and complete the self-study-process. In addition to meeting on minimum and buy-back days, Focus Groups spent many hours collecting, analyzing, and interpreting achievement data, and developing rubrics for common assessments and countless hours writing, rewriting and editing the findings too produce a document representative of the total school program. This innovative process produced a new decision-making procedure, staff empowerment, and a refocusing of efforts towards success.

WASC 28867

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

The Accreditation Leadership Team is composed of individuals from all segments of the school's population and provided direction and guidance to the self-study process. The level of involvement of stakeholders within the focus and discipline groups supported the staff's efforts to move from working isolation to teamwork.

School leaders were recruited to facilitate each focus area. In an effort to maintain diversity and ensure widespread involvement, the entire staff was divided among the five focus groups. Meetings were held to provide valuable input for the completion of the Self-Study document.

Members of the PAC and BAC established a link between the FOL process and the parent groups. However, there was very limited and sporadic participation on the part of parents. The school acknowledges the need for more parent participation and agrees that encouragement and parent outreach efforts should be increased. Interviews with the Student Leadership Class revealed that students wanted to be involved in the Self-Study process but their involvement was not encouraged nor were they notified about meetings (specifically Track A).

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards

The task of determining the ESLRs began in November 1999, when teachers, support staff, administrators, students, and parents met for the first schoolwide WASC meeting. The school community was introduced to the "Focus on Learning" process. Small groups previewed student data, the school's vision statement, and sample ESLRs from other schools. Groups brainstormed and discussed what a Thomas Jefferson High School graduate should know, understand and be able to be by graduation. Each group then created four to six expected schoolwide learning results. These ideas were shared with the larger group, and the process was repeated with Track C in January 2000. In February 2000, the Leadership Team met to begin the process of selecting four to six expected schoolwide learning results from the more than 60 ideas generated by the school's stakeholders at the previous meetings. Following intense discussion and debate, the Leadership Team reached consensus on the six general categories represented by the ideas. Then the group drafted six ESLRs and their respective indicators. The group also determined which two or three of the ESLRs would be the focus of the Self-Study. The leadership and instructional staff are committed to further integration of ESLRs and development of student performance assessment strategies that measure the degree to which students are accomplishing the ESLRs and the Academic Standards.

3. The gathering and analyzing of data about students and student achievement

The Focus Groups discussed the school/community profile. However, there could have been further disaggregation and analysis of data addressing student achievement. The evidence

collected by the school attested to a broad array of strategies currently being utilized to assess student achievement. Examples of evidence ran the gamut from traditional standardized test results, samples of teacher-made tests, student work samples, to video presentations of student projects. The Visiting Committee found that it was unclear what standards were used to judge the quality of student work and whether or not the samples were representative of the student population. These factors make it difficult to generalize about student achievement and the impact of the school's program on student achievement. However, much of the assembled evidence provide stepping stones to the development of a more systematic approach to assessment including standards for judging quality performance.

4. The assessment of the entire school program and its impact on student learning in relation to the expected schoolwide learning results, academic standards and WASC/CDE criteria

The Focus Groups participated in evidence gathering and data collection to lay the groundwork for discussions about the school's program and its impact on student achievement. In the fall of 1999, the five groups engaged in discussions centered around the criteria. As the Focus Groups developed responses, areas of growth needs and prospective Action Plans components emerged. The results of the analysis of SAT-9 data indicated the need to focus on student achievement collectively. The varied membership of the groups gave a schoolwide perspective on the actual student program and the need to evaluate program effectiveness. The FOL process has made the staff keenly aware of the program needed to enhance student success. This was evident through the knowledge gained from the analysis of the current curriculum and instructional program as compared to the criteria. Collaboration and dialogue with Focus Groups in an effort to determine the school's ESLRs, were instrumental in creating a shared commitment and responsibility for ensuring mastery of these outcomes. The process has provided a blueprint for the refinement of the program which will result in the attainment of the ESLRs and the Academic Standards. The instructional leadership at the site has set the pace and cultivated the students' conducive environment to ensure success.

5. The alignment of a long-range action plan to the school's areas of need; the development - and implementation of an accountability system for monitoring the accomplishment of the plan

The process of developing the Self-Study produced critical discussions that led each Focus Group to develop a list of major areas of growth. Four major themes emerged: improving the instructional program by focusing on reading literacy, fully implementing the school's nine CIPs, increasing communication, collaboration and participation among all stakeholders, especially parents and community, and increasing student acceptance of responsibility for their own learning. The staff committed to the implementation of the plans and is united in its desire to use these plans as the blueprint for change. In order to ensure implementation of the Action Plans, the Accreditation Leadership Team devised a monitoring system. The elements of the monitoring system include continuation of the Focus Groups via the Career Interest Paths. The School Site Leadership Council is equally

committed to support this process and work in concert with the Accreditation Leadership Team to this end.

Chapter IV: Quality of the School's Program

- *For each selected ESLR: Discuss what currently exists with regard to student achievement of the ESLR and related academic standards.*

In an effort to complete the School/Community Profile as it relates to student achievement, the school reviewed and analyzed SAT9 scores, District Competency Tests, LAS, LAUSD's 9th grade Performance Assessment, and UCLA's Mathematics Diagnostic Test. Aside from the LAS, which was administered to LEP students only, Thomas Jefferson High School did not conduct a formal assessment of students' speaking and listening skills.

Through extensive dialogue with the Accreditation Leadership Team, Focus Groups, and the School Site Leadership Council, the school leadership, instructional staff and other stakeholders have a greater understanding of the need to develop clearly articulated benchmarks for student performance that are linked to the ESLRs and academic standards.

The school is in its initial stages of addressing this need and has plans for revising the Action Plan to incorporate a process for developing and implementing a series of ESLR and standards-aligned assessments which will be used to monitor student progress and attainment of the ESLRs and District Standards.

- *Discussion of the school program and the school support for student learning through what currently exists, organized by the five categories of criteria*

A. *Vision, Leadership, and Culture*

What currently exists

- A1
- *To what extent does the school have a clearly stated vision based upon its beliefs, student needs, and current educational research?*
 - *To what extent is the vision supported by the governing board and the central administration?*
 - *To what extent is the school's purpose defined by expected schoolwide learning results (ESLRs)?*

Thomas Jefferson High School has a clearly stated vision that was created eleven years ago when the school became a School Based Management (SBM) site. At that time the entire school community helped to create the vision. The school plan has undergone two major revisions; the latest conducted in 1998-1999 school year and both times the vision was refined. The vision is a student-centered document that emphasizes student academic achievement, physical and emotional wellness, character development and democratic participation.

The entire school community revisited the core beliefs in spring 2000 when they created their ESLRs to ensure that the School Vision/Philosophy correlated directly with thinking, life-long learning, social responsibility, and academic competency. Jefferson High

School's vision is supported by the site governance, Local District H and the LAUSD's central administration.

Thomas Jefferson High's ESLRs reflect the school's purpose and vision. Raising student achievement, providing standards-based instruction, improving literacy, and expanding technology are the primary goals. The ESLRs are posted and are designed to align with the curriculum. The ESLRs are intended to improve the school's curricular program and student achievement.

- A2
- *To what extent does the school leadership make decisions and initiate activities that focus on all students achieving the ESLRs?*
 - *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Thomas Jefferson High Schools' SSLC and its five governance committees are committed to making decisions that help the campus focus on all students achieving the ESLRs. All major school policies, decisions, and activities that guide student achievement are brought to the SSLC for discussion and approval.

The recent creation of Career Interest Paths (CIPs) and development of schoolwide ESLRs put Thomas Jefferson High School on the right track for improved student achievement. Movement toward greater shared decision-making and accountability is evidenced in the school's proposal to continue the work of the Focus Groups by designing a process within Tracks involving all staff members via the Career Interest Paths. The school staff firmly believes in the principles of smaller learning communities and personalized instruction and is committed in its desire to develop a focus and dialogue centered around high achievement for all of its students supported by the use of assessment results to drive instructional decisions. Continued efforts in these directions will strengthen schoolwide involvement in the improvement of student achievement.

Teachers have been encouraged to explore new approaches and methodologies to increase student academic achievement. The lack of a comprehensive staff development plan, resources, and time for collaboration hinder this effort.

- A3
- *To what extent is the staff supported, utilized and monitored to facilitate student achievement of ESLRs?*
 - *To what extent are leadership and staff a part of an organized structure that is committed to professional development?*

With ESLRs being a recent development and the emphasis on restructuring through FOL, most of the staff support and monitoring has been a result of the FOL process. The sharing of student work across disciplines during the development of the ESLRs proved to be a powerful learning experience for all. Areas for student achievement became evident through the self-study. Interdisciplinary, vertical and horizontal team planning should be continued as part of the school plan.

As acknowledged in the school's self-study, staff development is an area which needs improvement. To achieve powerful teaching and learning in every classroom, all teachers must be given the strategies and tools necessary to improve instruction so all

students can learn. Past staff development efforts have been departmentally or individually focused. The recognition and movement toward schoolwide staff development is a step in the right direction. Teaching to ESLRs and content standards, as well as the improvement of SAT 9 scores, should be major considerations in staff development planning. A written, comprehensive staff development plan is needed.

- A4
- *To what extent is the school a safe, clean, and orderly place that nurtures learning?*
 - *To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*

Thomas Jefferson High feels that a safe, clean and orderly campus is critical to establishing a serious academic culture where the students can focus on achievement of the ESLRs. All entrances to the school are secured and all visitors must enter through the main door of the administration building. Campus aids are posted at specific locations throughout the campus. Two school police officers are assigned to the campus everyday. Students must have passes and a current Tardy Policy has been designed to prevent students from wandering the campus at will.

Campus cleanliness is an ongoing challenge. The day school and Adult School populations generate observable deterioration on the campus despite the efforts of the custodial staff, teachers and student leadership.

Key elements of the school culture are professionalism, high expectations and a focus on continuous school improvement. The development of ESLRs, teaching to content standards, and the implementation of accountability systems will promote higher expectations for student achievement. The low SAT9 scores should be a major concern of the school. The FOL process has provided Thomas Jefferson High School with a new direction and focus.

Areas of strength:

- ESLRs reflect high expectations for all students and are aligned with the school vision/philosophy and LAUSD standards.
- Teachers and students feel campus is a safe environment.
- Collaboration among some teachers
- All teachers and staff have genuine commitment and concern for student improvement
- Support, training and commitment from Local H and Central District Personnel

Key issues (if any) that need to be addressed to ensure quality education for all students:

- A long-ranged, comprehensive, focused staff development plan must be developed and implemented.
- Investigate methods/ways to monitor student achievement of the ESLRs.
- The need to find additional ways to increase and maintain all stakeholders in the planning and decision making.
- The need to create additional strategies to motivate chronic underachievers and increase parent involvement and awareness of ESLRs and standards.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues:

- ESLRs and school vision posted in all classrooms
- Student surveys
- Teacher and Parent surveys
- Student/community profile
- Observation of campus and classroom
- Meeting with Vision, Leadership and culture focus group
- Meeting with Local and Central District Support Personnel

B. Curricular Paths

What currently exists

- B1 • *To what extent do all students participate in a rigorous, relevant, and coherent curriculum that supports the achievement of the ESLRs?*

In spite of strong individual efforts to address and achieve the ESLRs in classes at Thomas Jefferson High School and to challenge students to meet their highest academic potential, the self-study indicates that many students are not succeeding for a variety of stated reasons. There are a significant number of students receiving D's and F's who are not having their academic needs addressed.

Students have a range of course offerings and enroll in classes based on individual needs and abilities. There is a strong academic program for students who are participating in Honors and Advanced Placement programs.

The newly instituted Career Interest Paths (CIP) program provides a curriculum that assists students in their educational career goals. The students are given the opportunity to select their program of interest from the nine CIPs distributed across the tracks. However, some students express the need for more equity of student activities, electives, and clubs across the various tracks. The CIP program includes e-commerce, Business, Adventure & Media; social justice, Urban Action, Arts & Urban Community and Cultural Studies. The D track students are provided with a program, which gives students who are deficient in credits an opportunity to make-up units on the campus of Los Angeles Trade Technical College. These students are able to take advantage of college classes while completing their high school requirements.

Many of the students have a traditionally structured sequence of courses. The course offerings need to be re-examined systematically in an effort to align with the school's ESLRs. Within the CIPs, there is evidence, among department members and across disciplines, of dialogue leading towards thematic approaches. This communication and integration among some discipline specific teachers need to be institutionalized.

The staff recognizes that there is a need to address the low performance levels of the African American male. There has been a decrease in the completion of the A-G requirements for African-American male students. The school is currently working toward a literacy plan for the underachieving African-American male in order to facilitate a more successful outcome for this population.

The staff understands that, in spite of their best efforts to provide a rigorous curriculum, many students are still not demonstrating signs of success in the disciplines. They recognize the

need to expend more effort addressing the non-college bound student, including expanding elective choices and fully implementing the CIPs.

B2

- *To what extent do all students have access to the school's curricular paths, assistance with development and ongoing adjustment of a personal learning plan and knowledge of post-secondary opportunities?*

There are a variety of programs, which collaborate with universities and colleges to assist students in their future educational goals. However, most of these programs are targeted for students who are achieving average grades or above. Students who are falling behind are placed in the Academic Probation Program for remedial assistance but the number of students who take advantage of this program represents only a small percentage.

The College Center provides students with information on college admissions, financial aid, and scholarships. Students are provided with opportunities to view college presentations and speakers. In addition, a newsletter is published which provides students with a wealth of valuable information regarding college entrance examinations, deadlines, presentation dates, scholarships, and students who have recently have been accepted to college. The newsletter is posted in classrooms and provides interested students vital information for the successful transition to postsecondary offerings.

Teachers and staff are aware of problems associated with equity across the CIPs or tracks. Due to scheduling constraints and the availability of courses, not all students are able to participate in all school activities. Nevertheless, students have been allowed to change tracks when necessary. Additionally, there have been recruitment presentations at the feeder middle schools to inform prospective students of the available choices. Students are able to "cross-track" or attend classes on another track during their off-track recess. This gives students the opportunity to participate in classes not offered on their own track.

- B3
- *To what extent are all students prepared upon graduation to continue the pursuit of their academic and occupational goals?*

The number of students attending college and post-secondary schools represents only about twenty-five percent. The school realizes that there is a need to focus on the development of literacy skills throughout the curriculum in order to give all students equal access to future educational opportunities.

There are no African – American males who completed the A-G requirements and Hispanics are underrepresented in the completion of SAT examinations. The school wide action plan provides long range plans to improve the instructional program for African-American students. The staff at Thomas Jefferson High School is aware that a more aggressive approach to motivate Hispanics and African Americans is necessary.

Areas of strength:

- Student work and portfolios demonstrate that students are receiving a standard based curriculum that supports the ESLR's.
- Jefferson teachers are utilizing literacy strategies, the ESLRs, and district and state standards across various departments.

- The CIPs provide students with core curriculum organized to accommodate student interest.
- The students receive a student-centered curriculum, which provides a supportive and motivating educational environment.
- Departments work in a collaborative team approach which involves planning, observing, and staff development.
- The College Center provides students with necessary information to achieve a smooth and successful transition to postsecondary opportunities.
- Track D offers at-risk students a challenging and motivating program.

Key issues (if any) that need to be addressed to ensure quality education for all students:

- Provide more assistance for the completion of the A-G requirements for all students.
- Provide additional motivational strategies for the completion of the SAT examinations for all students.
- Increase strategies to encourage more students to take advantage of the remedial support offerings of the Academic Support Program.
- Provide more opportunities for underachieving students to access university collaborations.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues:

- ESLRs and standards are posted in classrooms and throughout the campus
- Meetings with focus groups
- Extensive dialogue with the Accreditation Leadership Team
- Classroom observations and interviews of stakeholders
- Student work

C. Powerful Teaching and Learning

What currently exists

- C1
- *To what extent are all students involved in challenging learning experiences to achieve the ESLRs?*
 - *To what extent do teachers use a variety of strategies and resources, including technology to engage students actively and help them succeed at high levels?*

Through the Focus on Learning process, teachers have reflected on the various ways in which courses and programs support the ESLRs by using a variety of teaching strategies throughout the curriculum. Students at Thomas Jefferson have the opportunity and accessibility to courses and programs to achieve ESLRs.

The staff provides opportunities for students to be involved in challenging learning experiences. Despite of the availability of challenging learning experiences and a variety of resources, most students score at the third and fourth grade level on the Gates McGinitie reading test. A significant number of LEP students exit from the ESL program without the writing skills needed to pass the written part of the redesignation test. Although many

teachers use a variety of instructional strategies and techniques to engage students in challenging learning experiences, the next step is to implement those changes schoolwide and for all students.

The onsite computer technology teachers coordinate a student project computer lab to assist some students and teachers in improving their technological proficiency. The library and departmental computer clusters provide access to programs and resources that assist some students in doing research, creative and formal writing skills. Staff recognizes the need to improve classroom access to technology as evidenced by survey results indicating 59% of teachers reporting that technology is insufficient for instruction. Thomas Jefferson High School staff is encouraged to be more aggressive in implementing the Digital High School Grant.

- C2
- *To what extent do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content?*
 - *To what extent does collaboration occur 1) among staff, 2) between staff and students 3) among students and 4) between school and community?*

Some teachers are providing students in rigorous classes with enriched learning opportunities. These opportunities include inquiry, problem formulation and problem solving. However, most students do not experience learning opportunities that stimulate learning which require the use of higher order thinking skills. Tutoring programs provide students and staff the opportunity to collaborate as remediation efforts are realized. Some teams in various departments work together to enrich student learning. Through formal thematic, interdisciplinary, horizontal and vertical teaming, and more informal collaborative efforts, teachers share ideas for exams, projects, and content labs. Teams of teachers often participate in off-site conferences and workshops in order to support each other in the use of new teaching strategies. Although teachers meet and plan during Buy Back Days, CIP and department meetings, and conference periods, more quality time is needed for collaboration among all stakeholders.

There are various opportunities for collaboration between staff and students. Students and staff participate in a variety of clubs such as Garden and Ecology Club, Leadership Class and New African Student Union. These clubs and organizations give students and faculty the opportunity to work together in a less formal atmosphere. This informal collaboration builds student-teacher trust that enhances the classroom atmosphere. Although many clubs exist, student membership and teacher participation are often low. Student Leadership Class provides students the opportunity to work with teachers to plan and implement school activities. These school activities provide students with opportunities to communicate in both formal and informal situations.

Student participation on the School Site Leadership Council (SSLC) and the Student Life Committee provide students with forums to discuss campus issues with faculty and administration and to actively participate in school reform. Collaboration among students occurs within many classrooms in the form of cooperative learning groups. A small group of students assist in the after-school tutoring program as peer tutors. A college peer-counseling program is housed in the College Center. Peer counselors are trained in the college admissions process and give presentations for high school and middle school classes on

college requirements and steps to academic success. Taking on roles of tutor/counselor allows students an opportunity to communicate with other students in a formal role.

Jefferson High School works both independently and in collaboration with the District's Adopt-a-School Program to establish partnerships with local area businesses. These partnerships enhance program offerings by providing students with resources, mentors, and employment opportunities that encourage them to master ESLRs. Other organizations assist TJHS with campus beautification, political awareness/mobilization, and curriculum development.

- C3 • *To what extent do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom?*

Some students have access to a variety of resources outside the classroom and beyond the textbooks. The Integrated Coordinated Science Program provides for students to be regularly taken off campus to work with Tree People to learn tree care and environmental maintenance. Students are encouraged to bring their knowledge and skills back to class to communicate to other students what they have learned. Elective classes provide many opportunities to promote community involvement and academic enrichment. Library and computer resources are used by students and teachers alike.

Areas of strength:

- Enrichment opportunities, extracurricular activities and clubs expand student-learning opportunities.
- Tremendous commitment among staff to use strategies and techniques to support student achievement.
- Mutual trust among students and teachers.

Key issues (if any) that need to be addressed to ensure quality education for all students:

- Provide professional staff development for teachers to use pre and post diagnostic tests.
- Increase and foster collaboration among staff and students.
- Increase student/staff/community collaboration regarding the instructional program.
- Rigorous curriculum and challenging instructional programs for all students.
- An integrated curriculum that promotes higher order thinking skills for all students needs to be implemented schoolwide.
- Schoolwide use of a variety of instructional strategies to engage all students.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues:

- Schoolwide focus group dialogue.
- Classrooms and program observations.
- Extensive dialogue with Leadership Team.

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D. Support for Student Personal and Academic Growth

What currently exists

- D1 • *To what extent do all students receive appropriate support to help ensure academic success?*

Thomas Jefferson High School students have access to a variety of support services that help insure academic success as defined by the ESLRs. Some teachers use a variety of methodologies and strategies that support student success. These practices include common rubrics and assessments, horizontal teaming, vertical articulations, cooperative learning groups, SDAI techniques, role playing, guided group practice, standards-based instruction, and differentiated learning. Student survey results indicate that 61% of students agree that their teachers use strategies that help them to be successful.

The Second hour of English 9A is designed to provide students extra support to improve their literacy skills. Students participate in the Accelerated Reader Program (AR). While the AR program aims to improve students' facility with language, the 9th graders' Spring 2000 SAT 9 scores in total reading did not meet the school's targeted benchmark for improvement. The Master Schedule now includes Integrated Coordinated Science I and Integrated Social Science Classes as a means of better preparing students for high school level science and social studies. Special needs students have access to programs such as GATE, Bilingual, Title I and Special Education, that are tailored to meet their specific needs.

Thomas Jefferson High School has restructured into nine CIPs, three per track. The purpose of CIPs is to allow teachers to collaborate, to personalize instruction, and to monitor the academic progress of a core group of students. Data on program effectiveness has not been collected and analyzed. In August 2000, Jefferson HS was awarded a \$100,000 Academic Improvement and Achievement Act (AIAA) Grant. This money was earmarked to expand college support programs, increase college outreach, improve parent participation, enhance the school's AP program, increase the rigor of the curriculum, and improve staff capacity. Data is currently being collected for the AIAA Year One Program Evaluation.

Support is also provided through Title I, Counseling, College and Career Center, Library and Computer Services. Students receiving failure grades have access to remediation opportunities through the intersession program, Adult School, D Track Los Angeles Trade-Technical College and a seventh period auxiliary class. Intersession and auxiliary class attendance records indicate that students sign up for these opportunities, but do not commit to consistently attend.

- D2 • *To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?*

In addition to the six regular academic counselors, students have access to the following staff: college counselor, bilingual counselor, career advisor, psychiatric social worker, school psychologist, nurse, pupil service attendance counselor, Perkins counselor, academic probation coordinator, probation officer, career and transition counselor, drop-out prevention coordinator, and itinerant support staff. Other personal support services include the Student Success Team,

Impact Program, and Tobacco Use Prevention Education Program. Achievement data, participation rosters, sign-in sheets, and appointment books indicate that more students need to avail themselves of these services.

Students have many community outreach opportunities. Cross-age tutoring with Ascot Elementary School provides students with the opportunity to hone their academic and communication skills while assessing younger students. The UCLA Labor Occupational Safety Hazards (LOSH) project trains students to make community and classroom presentations where they inform students of their rights as workers.

Many college support programs are also available to students. Upward Bound Programs, Shell Scholars, CBOP, D Track at Trade Technical College provide students with motivation and personal support. On-site community college classes expose interested high school students to the rigors of college. Students may also participate in Explorers, ROP, Summer Youth Employment Training Program (SYETP), Work Experience, and Woodcraft Rangers to explore personal and career interests while improving basic communication and writing skills.

- D3 • *To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?*

School leadership provides a safe and welcoming environment for parents and community through ongoing and open communication systems regarding school programs and student progress that keep parents informed. The Parent Center is an additional outreach tool. The center makes parents feel welcome and provides them with translated information about various school programs. Parents participate on the School Site Leadership Council (SSSLC) and as mandated by law serve on the Parent Advisory Committee (PAC) and Bilingual Advisory Committee (BAC). A partnership with Warner brothers Network allows 50-60 students to participate in the "Building Achievement through Sports and Entertainment" Program. Another partnership with LA Film School, Unite LA and the Film and Theater Arts CIP has resulted in an off-campus showing of student-directed and produced films. UCLA's multiyear collaboration with TJHS students and teachers has culminated in the UCLA LOSH Project.

Low parental involvement at back to School Nights, Parent-Teacher Conference Night, BAC and PAC meetings, Honor roll receptions, and annual awards and recognition assemblies indicate a continued need to increase parent outreach efforts.

- D4 • *To what extent are the human, material, and financial resources as well as facilities available to the school?*
• *To what extent are these resources sufficient and effectively used to support all students in accomplishing the ESLRs?*

Thomas Jefferson High School's student body is supported by 151 teachers, 9 counselors, 16 clerical staff, 10 paraprofessionals, 15 special education trainees, 18 campus aides, 19 custodians, 3 community representatives, 30 cafeteria workers and 6 administrators. The Thomas Jefferson High School's staff is augmented with visiting Santa Monica Community College instructors, CBOP Fellows, motivational speakers, mentors, Princeton Review teachers, and community organizers. Local District H, The Los Angeles

County Office of Education, and America's Choice further support the school. These entities provide technology specialists, translators, professional development trainers, community liaisons, itinerant staff and curriculum specialists.

The school is experiencing a shortage of fully credentialed teachers in the areas of Science and Special Education. The unfilled teaching positions are a by-product of LAUSD's shortage of credentialed personnel.

Material resources provided by the District and supplemented by state and federal fiscal resources are sufficient to support student's achievement of the ESLRs. Although special funds were made available to compensate for high textbook loss, student vandalism, loss of textbooks and inadequate textbook retrieval procedures continue to be a problem. The SSLC's expenditure of funds is guided by student needs and the school vision.

Site facilities, which were originally built for approximately 2,200 students, are inadequate for the school's 3,465 students. The recent addition of four bungalows and lowered Cap has decreased the number of traveling teachers. Students and staff make optimum use of available space.

Jefferson HS has limited access to facilities beyond the immediate site. Los Angeles Trade Technical Community College houses D-Track's Trade Tech Program and Jefferson's 11th and 12th grade Intersession Program. Facilities are currently being refurbished with Proposition BB funds.

Areas of strength:

- Jefferson High school has a variety of support services
- The school wide restructure of Career Interest Paths (CIP) ensures teacher collaboration of the nine mini communities to create a sense of family
- Some Bilingual students show increased academic growth after re-designation
- A variety of teachers are using methodologies and strategies that support student success including horizontal teaming, vertical articulations and common department rubrics

Key issues (if any) that need to be addressed to ensure quality education for all students:

- Increase opportunities for all students to become more aware of the A-G college requirements
- Promote collaboration and articulation among CIP leaders, counselors and students
- Encourage and retain involvement of parents and students during the implementation process
- Continue to address the need for making technology more accessible

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues:

- Student interviews demonstrated knowledge and awareness of the ESLRs
- Extensive dialogue with leadership teams and focus groups
- Sample portfolios

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- A variety of support services available to students
- The school wide restructure of Career Interest Paths (CIP) ensures teacher collaboration of the nine mini communities to create a sense of family

E. Assessment and Accountability

What currently exists

- E1
- *To what extent do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?*
 - *To what extent do students use assessment results to modify their learning in order to enhance their educational progress?*

Teachers at Thomas Jefferson High School employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices such as administering homework, objective and essay test, oral presentations, research projects, cooperative and collaborative tasks, journals and log books, exhibit displays and portfolios. Each core department administers appropriate district test and diagnostic tools that measure and evaluate student achievement.

Assessment of student work helped the departments to realize the need to develop and adopt standardized writing rubrics. Assessment results are recognized as valuable information to guide the re-evaluation of the curricular objectives and instructional approaches. The school needs to align its assessment with the standards and ESLRs.

According to a student survey administered in the fall of 2000, 70% of students look at corrected assignments, 60% review a returned test, 54% rewrite essays and labs and 47% take make-up tests to get a better grade. In order to modify their learning to improve their academic achievement, students are offered remediation strategies such as tutoring, counseling, intersession, adult school and seventh period class. Although multiple remediation strategies are available, tutoring logs and attendance rosters indicate that students do not sufficiently utilize these opportunities. The school needs to effectively coach students in utilizing resources to improve their academic performance.

- E2
- *To what extent do the school, district, and community regularly review student progress toward accomplishing the ESLRs?*
 - *To what extent are assessment results reported regularly to the entire school Community?*

Thomas Jefferson High School appears to base its effectiveness largely through standardized District and California State reporting measures. Progress in meeting students' needs is generally assessed through dropout rates, college entrance rate, attendance, LAS, and aggregated student scores on standardized tests. Assessment results are reported to the entire school community on a regular basis through The School Accountability Report Card, report cards, student-parent conferences, Parent Advisory Committee and Bilingual Advisory Committee meetings, LA times Newsletter, "Back-to-School" and "Parent-Teacher Conference" nights. Other strategies to communicate student achievement include: third and fifth day absence phone calls, senior fail notices and senior activities contract and suspension conferences.

The correlation between actual grades received and ESLR content has yet to be established. The school is encouraged to develop and implement a series of ESLR and standards-aligned assessments to be used to monitor student progress and attainment of the ESLRs and standards.

- E3 • *To what extent does the assessment of ESLRs drive the school's program development and resource allocation?*

The process for reviewing student progress towards accomplishing the Expected Schoolwide Learning Results has not been established. There is random alignment of the assessment program with Expected Schoolwide Learning Results and content standards. Although the Accreditation Leadership Team has analyzed SAT 9 results and core departments assessment of student work as it relates to ESLR achievement, there is a weak correlation between student data results and plans for programs, services and resource allocation. It appears that staff and students are well versed in the school's identified ESLRs. Steps for future implementation include identifying and/or refining measurable indicators of progress toward achievement of ESLRs to include local assessments, i.e., district assessment of writing samples, school level applied performance activities, portfolios, projects, report card analysis based on consistent grading, and competency tests. Scores from these multiple measures are then aggregated, allowing the school to assess whether or not students have met standards and to determine the extent to which ESLRs are being assessed and attained. The School Site Leadership Council (SSLC) has committed to work in concert with the Accreditation Leadership Team to institute a process to ensure that assessment of ESLRs drives the school's program development and resource allocation.

Areas of strength:

- The school groups/committees makes changes to educational program based upon students' achievement data.

Key issues (if any) that need to be addressed to ensure quality education for all students:

- The full development of a systematic process for collecting data that measures student achievement as it relates to the ESLRs and standards.
- Educational program changes including modification of curriculum and instructional practices in the classroom need to be based upon student achievement of ESLRs and standards.
- Development/implementation and on going evaluation of an action plan to reflect students achievement as it relates to the ESLRs and standards.
- Involve all students in self-reflective assessment of their work in order to enhance their educational progress.
- Provide staff opportunities to collaboratively explore and develop a variety of benchmark assessments to measure student achievement of ESLRs and the standards.
- Develop uniform rubrics based on the ESLRs that guide student assessment in all curricular areas.
- Institutionalize the ongoing, frequent use of data to assess student progress toward accomplishment of the ESLRs and increased student learning.
- Establish a process to assure the assessment of ESLRs drives the school's program development and resource allocation.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues:

- Examination of evidence materials
 - Meetings with School Site Leadership Team, Assessment and Accountability Focus Group, Powerful Teaching and Learning Focus Group, Vision, Leadership and Culture Focus Group and administration.
 - Self-study
 - Extensive dialogue with the Accreditation Leadership Team.
- *Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up*

General Comments

The school is to be commended for having undertaken a desired path of educational reform and subjecting itself to analysis through the Focus on Learning process. The process has involved the risk of revealing the school's imperfections with respect to its current level of student achievement and what the school is doing to support high achievement for all of its students. Through the Self-Study process, the stakeholders have identified how they can become involved in the development of a much stronger focus on instruction, learning and assessment.

Inherent in the school's vision, the ESLRs for students, and in response to the recommendations made by the previous WASC Visiting Committee, is the underlying focus to continue to provide a safe, secure, and nurturing environment, enhance pride and self-esteem among students, provide technology for all students, and improve student academic achievement and attendance, and encourage and promote parent involvement in the educational program.

The important evidence that supports both the schoolwide areas of strength and the critical areas for follow-up include: The school's Self-Study, interviews with members of all Schoolwide Focus Groups and discipline/stakeholder groups; observations of classrooms and support areas; examination of student work samples, interviews with students and parents; and extensive dialogue with the Accreditation Leadership Team and the School Site Leadership Council.

Schoolwide Areas of Strength

1. Restructuring of the school into Career Interest Paths.
2. A safe environment is provided for staff, students and parents.
3. Partnership with Los Angeles Trade Technical College offering 11th and 12th grade "at risk" students a challenging and motivating program.
4. ESLRs reflect high expectations for all students and are aligned with the school's vision/philosophy and LAUSD standards.
5. All teachers and staff have a genuine commitment and concern for the improvement of student learning.
6. Support, training and commitment from Local District H, Central District Personnel, and the Board of Education.
7. Mutual trust among students and teachers
8. A variety of support services to address the needs of the student population.

9. - The instructional staff's willingness to engage in staff development that is focused on gaining knowledge about and utilization of multiple assessment measures relative to ESLRs and standards.
10. The Accreditation Team's and the instructional staff's involvement in extensive schoolwide discussions before, during, and after the Self-Study and during the visit about 1) critical issues dealing with ESLRs and the academic standards, and 2) effective ways to address their needy sub-group populations.
11. The school-based stakeholders' involvement in decision making about the present and future programs and direction of the school.

The subsequent list of critical areas for follow-up is a synthesis of 1) growth areas addressed by the school in the action plan, 2) suggestions to strengthen these areas already identified in the action plan sections, and 3) additional areas identified by the Visiting Committee.

Schoolwide Critical Areas for Follow-up

1. The Accreditation Leadership Team in conjunction with the SSLC revise the schoolwide Action Plan integrating the following critical areas for follow-up that were generated by the Visiting Committee.
2. Support and enhance the quality of the CIPs' efforts to focus on student accomplishment of ESLRs and the standards by:
 - a. Providing ongoing staff development and coaching and follow-up to ensure that teachers acquire the knowledge and skills necessary to become competent in providing standards-based instruction that is designed to promote and support student achievement. (Central to improvement efforts is the need to design a staff development plan that is focused, long-ranged and comprehensive enough to ensure change.)
 - b. Developing and implementing a series of ESLRs and standards-aligned benchmark assessments that will be used to measure student progress toward and accomplishment of the ESLRs and standards.
 - c. Providing quality time for teachers collaboration and reflection to promote student success as it relates to students' accomplishment of the ESLRs and standards.
 - d. Establishing a process to assure the assessment of ESLRs and standards drives the school's program development, instructional decisions, and resource allocations.
3. Intervention strategies for all at-risk students need to be re-evaluated and modified to ensure student success.
4. Instructional strategies that will actively engage all students need to be institutionalized schoolwide.
5. There is a need to increase communication and collaboration among programs and departments in the school, and with all stakeholders, especially parents and students, to support student achievement.

6. Fully implement the Digital High School Grant to increase the use of technology as a tool for research, analysis, synthesis, and presentation of information.
7. The instructional and support staff thoroughly analyze student performance of African-Americans and other students that are perceived as disconnected from the instructional program, and adjust instructional content, delivery, and assessment to better serve them.
8. Develop a process for monitoring the implementation of the schoolwide Action Plan.

Chapter V: Ongoing School Improvement

- **Summary of schoolwide action plan:**

The Action Plan is an outgrowth of needs that were generated and strengthened by the school's collective review of student work, various test results, conversations with stakeholders as well as district mandates.

The Action Plan has four major components: 1) Improving the instructional program by focusing on reading literacy; 2) Improving student learning by fully implementing Thomas Jefferson High School's nine Career Interest Paths; 3) Increasing communication, collaboration, and participation among all stakeholders, especially parents and the community; and 4) Increasing students' acceptance of responsibility for their own learning. Many of the tasks will require extensive staff development in order to execute. All of the tasks will require tremendous amounts of dialogue and consensus building with the school community.

- **Adequacy of the schoolwide action plan and the degree to which it addresses the critical areas for follow-up summarized in Chapter IV:**

The Visiting Committee finds that the action plans developed by Thomas Jefferson High School are appropriately directed towards improvement of the school's performance with respect to the concepts contained in the categories of criteria.

The Self-Study and Action Plan components clearly identify a "work in progress". With the refinement of the Action Plan and implementation, all stakeholders must continue to feel empowered for student learning. The Visiting Committee's concurrence with the Action Plan developed by Thomas Jefferson High School represents a validation of the general direction of the change agenda being promoted at the school. The Visiting Committee is confident that pursuing this agenda is likely to lead to higher assessment of the school's performance in the future to the extent that assessments are based on the criteria concepts described in the Focus on Learning process. There is a high degree of enthusiasm, support and professional commitment by the Accreditation Leadership Team, the SSLC, the majority of staff and other stakeholders to implement the schoolwide action plan. The tremendous, visible support from Local District H, Central District personnel, the Board of Education and UCLA School of Management further validates the broad range of support and commitment for improved student achievement through the implementation of a schoolwide action plan designed to promote accomplishment of ESLRs and standards.

- **Existing factors that will support school improvement:**
 - The staff, through dialogue and research, has come to understand the challenges of collaboratively building and monitoring a total school program. Both the leadership and many individual teachers are committed to a more focused schoolwide effort in using the existing data that is pertinent to student learning and developing performance-based assessment methods that are directly linked to the attainment of ESLR's and the academic standards.
 - The Accreditation Leadership Team will continue the critical role of overseeing the work to be completed as outlined in the Schoolwide Action Plan, as well as revising the plan to incorporate the critical areas for follow-up that were generated by the Visiting Committee.
 - A renewed interest and better understanding of Focus on Learning.
 - Initial efforts to align curriculum with ESLRs.
 - Partnership with Los Angeles Trade Technical College allowing 11th and 12th grade "at risk" students to experience a challenging and motivating program.
 - The school staff is committed to maintaining the Focus Groups as a vehicle and the Focus on Learning process as a framework for improving curriculum and instruction.
 - Tremendous District Local H and Central District support for the school's implementation of a schoolwide action plan designed to promote achievement of the ESLRs and standards.
 - Administrative and instructional staff support for improved student achievement.

- **Impediments to school improvement that the school will need to overcome in order to accomplish any of the action plan sections:**
 - As a year round school, the staff at Thomas Jefferson HS found that maintaining the Focus Groups as one entity for all tracks did not adequately serve the needs of the school. It was difficult to maintain the continuity and the integrity of schoolwide results due to the constant change of staff on track and off. The school proposes to address this issue by continuing the work of the Focus Groups by setting up a process by tracks involving all staff members via Career Interest Paths.
 - The key to successful implementation of the Action Plan will be to gain wide acceptance of the plan from all stakeholders. There is enough commitment to begin implementation of the action plan sections.
 - Because many of the Action Plan tasks will require extensive staff development and all tasks will require quality time for dialogue and consensus building, the school must be sensitive to the time commitment required for the various sections.

- **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan:**
 - The school has come to realize that the perpetual cycle of assessment, planning, implementing, monitoring and reassessment is a powerful framework for school improvement. In order to continue the work of the focus groups the school proposes to set up a process by tracks involving all staff members via Career Interest Paths which include all faculty, students and administrators. They will further enhance these groups by aligning with parents of the students on the CIPs and the support staff on the campus. The School

Site Leadership Council is equally committed to support this process and work in concert with the Accreditation Leadership Team to this end. Most stakeholders are committed to the follow-up process through a renewed interest and better understanding of the FOL process. The school staff has indicated their intent of using Focus Groups as the vehicle for revising the Action Plan to incorporate the critical areas for follow-up generated by the Visiting Committee, monitoring the implementation of the Action Plan, and reporting results to the entire school community. Future consideration for successful implementation include incorporating ESLRs into assessment strategies and instituting a process to ensure that assessment of ESLRs drives the school's program improvement efforts and resource allocation.

- The Accreditation Leadership Team (ALT) will continue as a cross track entity using available resources, whenever possible, to maintain on going participation. Thomas Jefferson High School staff will further commit to encouraging other staff members, parents, students and classified support staff to join the ALT in an effort to maintain a strong cross section of the school community and support and monitor the accomplishments of the action plan.