

Thomas Jefferson HS  
Los Angeles  
6th SS

# **Self Study for the 2000-2001 School Year located on disk.**

# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

450 North Grand Avenue  
Los Angeles, CA 90012

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# **THOMAS JEFFERSON HIGH SCHOOL**

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# **FOCUS ON LEARNING**

## **ACCREDITATION SELF-STUDY REPORT**

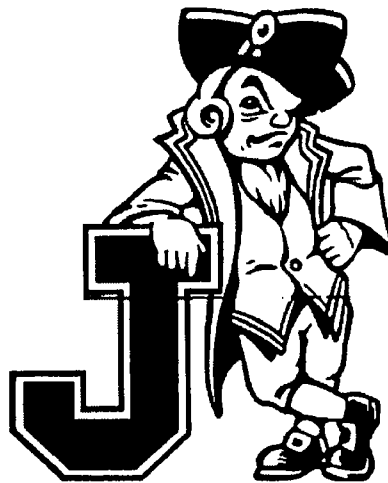
### **THOMAS JEFFERSON HIGH SCHOOL**

Los Angeles Unified School District

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Submitted to the  
Accrediting Commission for Schools  
of the  
Western Association of Schools and Colleges  
and the  
California Department of Education  
April 2001

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## FOREWORD

Jefferson High School has a long history and a rich tradition of achievement, pride and student advocacy. These qualities have endured through the years since its doors opened in 1916, and have been validated with each accreditation.

The 'Focus on Learning' accreditation process has provided us the opportunity to conduct an in-depth, school wide, self study of our educational program and process. It has proved to be a valuable and meaningful tool which allowed for a critical review of the schools vision, goals, strengths and weaknesses. We examined the rate of student academic achievement and social growth and the effectiveness of our support services. We surveyed the contributions of the school governance and the varied contributions of our stakeholders groups and reached consensus on the ideas and direction for change and improvement. The process, of course, did not come easily. In many cases it created genuine frustration as we looked at the many challenges that our school faces.

Ultimately, I believe that the self study confirmed the following: we have a dedicated, caring staff which is committed to the students of Jefferson High; our students are fine, active students capable of achieving high standards with proper parental/school support; we have a broad curriculum designed to meet the varied abilities and interests of our students: there is pride in our school and community; strong relationships exist between students and staff; and most feel we have a safe and orderly campus. I know our staff shares a belief that we can make a difference in student performance. Yet, we realize, that this is best achieved with concerted teamwork, a commitment to high expectations, collaboration and a continued willingness to make the difference for students.

We owe a debt of gratitude to the entire certificated and classified staff, students, parents, community and the district for their efforts, diligence, dedication and time commitment in preparing this report. There are many who contributed above and beyond the call of duty, but a special debt of gratitude and recognition goes to Mrs. Rollinda Dedge, our Accreditation Coordinator, Ms. Melissa Burke, Co-Coordinator, and Ms. Beverly Clopton, Assistant Principal. Their leadership, expertise, patience, perseverance and efforts guided the coordination of the entire accreditation and its report.

Virginia R. Preciado  
Principal

## **PREFACE**

Thomas Jefferson High School began its Focus on Learning self-study process in November 1999. This process has thoroughly engaged our entire school community. We have spent numerous hours developing, discussing, analyzing, reviewing, reflecting and responding to all parts of the Focus on Learning process in this report.

We began our Focus on Learning self-study with an introduction to the accreditation process at two faculty meetings. We analyzed our current data and began brainstorming to determine our expectations for our students. Next, the Accreditation Co-Coordinator collected additional data that would better enable us to analyze our students. We especially wanted to focus on achievement data and student work. This data became Chapter 1 of our report. From the notes we generated at our initial meeting, we then identified the most important goals that we expect our students to accomplish by graduation and how we would measure their accomplishments. Six of these goals became our Expected Schoolwide Learning Results (ESLRs). These six ESLRs are explained in Chapter 2. In Chapter 3 we responded to the WASC recommendations from our last accreditation report in 1995.

Our next step was to organize all stakeholders into focus groups. To maintain diversity within our groups, representatives from various stakeholder groups were assigned to each focus group. Each focus group included representatives from our faculty, administration, student body, parents, community members, and classified staff. The structure we used during our meetings was to work in small groups, discuss, record notes, and report out to the group as a whole. We believe the process of small group discussion followed by reporting out to the group gave everyone a better opportunity to participate, especially students and parents. In addition to meeting on minimum and "Buy Back" days, the focus groups spent many self-determined hours collecting and analyzing achievement data and student work. Our home groups also met to share focus group findings and to begin to develop rubrics for common assignment assessments. Our reflections and findings upon the guide questions led us to our growth areas. Chapter 4 reflects the written work product of our focus group and home group meetings.

Based upon our identified growth areas from the focus group reports, the Accreditation Leadership Team developed a schoolwide action plan addressing four major areas: literacy and language development, communication, Career Interest Paths, and student responsibility. The action plan is Chapter 5. Our focus groups have reviewed the action plan.

At our schoolwide faculty meetings, teachers have presented lessons and student work to demonstrate how state and district standards and ESLRs are incorporated into the instructional curriculum and mastered by students.

The Focus on Learning accreditation process has engaged our entire school community in an in depth study of our students' achievement. Sometimes the process created great collaboration and at other times it created great stress. Yet, however difficult this self-study process has been, we are confident that the results will enable us, as a school, to better serve the needs of our students.

## **FOCUS ON LEARNING LEADERSHIP TEAM**

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Shanley Rhodes	Accreditation Editor/Formatter

## ACKNOWLEDGEMENTS

Our Focus on Learning Self-Study Report is the result of the tremendous efforts of all of our stakeholder groups: students, parents, teachers, classified, and administrators. From these groups, I express special gratitude to the following:

Melissa Burke	Writing, rewriting, and editing
Venus Diaz, Luz Raigoza, Delores Sanchez	Clerical assistance
Cindy Rodriguez	Revision typing
Shanley Rhodes	Formatting and editing
Beverly Clopton, Melissa Burke, Virginia Preciado, Sandra English, Cassandra Morris, Joyce Randall, Tony Armandariz, Johanna Wightman, Pam Bailey, Daryl Collins, Allison Glick-Neagle, Shanley Rhodes, Nicole Nicodemus, and Rosamy Gross	Process and editing
Tony Armandairz	Translating materials for parents
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Steven Contreras and Jose Avila	Initial data charts
Philip Dedge	Data analysis and chart design
Sue Knill and her Advertising Design class	Artwork
Clarence Williams and his Graphic Arts class	Cover design and tabs
Randy Sweeney	Video taping

Rollinda Dedge  
Accreditation Coordinator, 2001



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# **Student/Community Profile**

## **Chapter I**

“A Jefferson student holds up the community, supported by the things he has learned at school.”

Arianna Alcala, grade 12, Social Justice Career Interest Path

# **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 population 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 to 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 12<sup>th</sup> grade student 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 88.8%. 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 improvements in the 1998-1999 school year.

With the exception of the 1996-1997 school year, the school's dropout rate has steadily decreased from 8.7% 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 66.04%. The stability rate increased to 77.61% 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 76.6% 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.

## **D TRACK TRADE TECH PROGRAM**

Jefferson HS's Trade Tech Program, located at Los Angeles Trade Technical College, provides 11<sup>th</sup> and 12<sup>th</sup> 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 suggest 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 and ESL Departments have 15 and 12 members, respectively.

Much of the teaching faculty is relatively new to the school. Almost 50% of the faculty have 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 of Jefferson HS teachers are fully credentialed. The remaining one-third are working on their teaching credential through LAUSD’s District 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 remainder (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 43.9% of its members reported as White, 27.2% 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 reflect 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 50<sup>th</sup> 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 13<sup>th</sup> to the 11<sup>th</sup> percentile.
- Eleventh graders posted a 3% gain, jumping from the 15<sup>th</sup> to the 18<sup>th</sup> percentile.

### **Stanford 9 Language Arts scores**

- Language scores follow a mixed pattern.
- Ninth grade scores remained the same at the 22<sup>nd</sup> percentile.
- Tenth graders' scores dipped 1% from the 16<sup>th</sup> percentile in 1998 to the 15<sup>th</sup> in 2000.
- Eleventh graders show a gain of 2% from the 22<sup>nd</sup> to the 25<sup>th</sup> 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 11<sup>th</sup> graders show an improvement, with a 3% increase from the 25<sup>th</sup> to the 28<sup>th</sup> 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 10<sup>th</sup> and 12<sup>th</sup> grades, C Track students consistently outscore their peers on almost all other tracks. This trend is reversed twice: 12<sup>th</sup> grade D Track students outscore their classmates in reading, and 12<sup>th</sup> and 10<sup>th</sup> 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 10<sup>th</sup> and 12<sup>th</sup> 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 10<sup>th</sup> grade, our RFEP students outperform our African-American students by 72% in all categories, although by the 12<sup>th</sup> 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 admission. 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 ninth to the 12<sup>th</sup> grades. The data reveals that 30% of our ninth graders fail one or more classes. The 10<sup>th</sup> grade class fares better with 18% being retained. Our 11<sup>th</sup> 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 ninth grade students are repeating classes, they may decide to work harder to pass their classes. Ninth, 10<sup>th</sup>, and 11<sup>th</sup> grade repeats drop out of school. This is supported by our enrollment data. Ninth grade enrollment in 2000 was 1,317, and 12<sup>th</sup> 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, 19.9% 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 Hispanics 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% (nine students) will attend a trade school, 1.6% (seven students) were accepted at an out-of-state university, and 1.1% (five 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, Tech 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. This 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 Instructional 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 student 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 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 the 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 needs 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 provides Jefferson HS with subject-area expertise, facilities, mentors, and tutors. 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, TreePeople, 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 meetings 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.

STUDENT ENROLLMENT, 2000-2001

Grade	Track				School-wide
	A	B	C	D	
9th	478	392	446	1	1317
10th	260	299	258	7	824
11th	184	201	221	58	664
12th	126	163	139	50	478
Subtotal	1048	1055	1064	116	3283
Special Classes	31	72	79	0	182
Total	1079	1127	1143	116	3465



# STUDENT ENROLLMENT BY ETHNICITY

Year	American Indian		Asian		Filipino		Pacific Islander		Black		Hispanic		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1995 - 1996	0	0.0	6	0.2	0	0.0	1	0.0	310	8.5	3350	91.4	0	0.0
1996 - 1997	0	0.0	10	0.3	0	0.0	0	0.0	304	8.3	3370	91.5	0	0.0
1997 - 1998	2	0.1	18	0.5	0	0.0	0	0.0	273	7.6	3289	91.8	0	0.0
1998 - 1999	0	0.0	18	0.5	0	0.0	0	0.0	237	6.8	3255	92.7	1	0.0
1999 - 2000	0	0.0	17	0.5	0	0.0	0	0.0	211	6.7	2938	92.8	0	0.0
2000 - 2001	1	0.0	14	0.4	0	0.0	0	0.0	243	7.0	3207	92.6	0	0.0

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STUDENT ATTENDANCE AND DROP OUT RATE

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Year	Enrollment	Attendance Rate	Drop Out Rate
1995 - 1996	3667	82.8	8.7
1996 - 1997	3685	84.6	11.9
1997 - 1998	3582	86.8	6.2
1998 - 1999	3626	88.8	6.3
1999 - 2000	3564	87.9	N/A

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	
0	0	1	4	9	16	25	36	49	64	81	100	121	144	169	196	225	256	289	324	361	400	441	484	529	576	625	676	729	784	841	900	961	1024	1089	1156	1225	1296	1369	1444	1521	1600	1681	1764	1849	1936	2025	2116	2209	2304	2401	2500	2601	2704	2809	2916	3025	3136	3249	3364	3481	3600	3721	3844	3969	4096	4225	4356	4489	4624	4761	4900	5041	5184	5329	5476	5625	5776	5929	6084	6241	6400	6561	6724	6889	7056	7225	7396	7569	7744	7921	8100	8281	8464	8649	8836	9025	9216	9409	9604	9801	10000

Year	# LEP	# Redesignated	% Redesignated
1995 - 1996	2224	197	8.9
1996 - 1997	2150	250	11.6
1997 - 1998	1975	408	20.7
1998 - 1999	1836	380	20.7
1999 - 2000	1600	329	20.6

Year	Armenian	Cantonese	Korean	Farsi	Filipino	Russian	Spanish	Vietnamese	Cambodian
1995 - 1996	0	0	0	0	0	0	2214	4	6
1996 - 1997	0	0	0	0	0	0	2143	2	5
1997 - 1998	0	0	0	0	0	0	1965	2	3
1998 - 1999	0	0	0	0	0	0	1829	0	7
1999 - 2000	0	0	0	0	0	0	1600	0	0
2000 -2001	0	0	0	0	0	0	1510	0	2

TITLE I PROGRAM STATISTICS, 1999 - 2000

Grade	# Receiving Assistance	% of Those Receiving Assistance
9	1336	38.3
10	959	27.5
11	750	21.5
12	442	12.7

Gender	# Receiving Assistance	% of Those Receiving Assistance
Female	1657	47.5
Male	1830	52.5

Ethnicity	# Receiving Assistance	% of Those Receiving Assistance
American Indian/Alaskan Native	2	0.1
Asian/P.I./Filipino	17	0.5
Hispanic	3234	92.7
Black	233	6.7
White	1	0.0
Other	0	0.0

Category	# Receiving Assistance	% of Those Receiving Assistance
LEP	1485	42.6
Migrant	6	0.2
Special Ed	156	4.5

# TITLE I SERVICES AND PERSONNEL, 1999 - 2000

Instructional Service Area	# Receiving Assistance
Reading	3487
Language Arts	3487
Mathematics	3487

Support Service Area	# Receiving Assistance
Pupil Services/Attendance	1850
Psychiatric Social Worker	692
Dropout Prevention Coordinator	945

Classification of Personnel	# of Personnel
Administrators	1.00
Teachers	2.12
Teacher's Aides	7.13
Non-clerical	2.00
Other	5.68

SPECIAL EDUCATION PROGRAM, 2000 - 2001

Track	# of Students	% of Total Special Education Population	% of Track Enrollment
A	68	20.2	6.3
B	135	40.1	12.6
C	134	39.8	13.0

Grade	# of Students	% of All Special Education Students	% of Total Grade
9th	156	46.3	12.6
10th	78	23.1	8.8
11th	63	18.7	9.0
12th	40	11.9	9.5

Ethnicity	# of Students	% of All Special Education Students	% of Ethnicity Enrollment
Black	79	23.4	32.5
Hispanic	258	76.6	8.0

SPECIAL EDUCATION PROGRAM, 2000 - 2001

Special Day Classes (SDC)		
Ethnicity	# of Students	% of SDC Students
Asian	0	0.0
Black	40	30.5
Hispanic	91	69.5

Community Based Instruction (CBI)		
Ethnicity	# of Students	% of CBI Students
Asian	0	0.0
Black	4	21.1
Hispanic	15	78.9

GIFTED AND TALENTED EDUCATION PROGRAM (GATE), 1999 - 2000

Track	# of Students	% of All GATE Students	% of Track
A	46	38.3	4.3
B	29	24.2	2.6
C	45	37.5	3.9

Ethnicity	# of Students	% of All GATE Students	% of Ethnicity
Asian / Pacific Isl.	1	0.8	7.2
Black	5	4.2	2.1
Hispanic	114	95.0	3.6

Grade	# of Students	% of All GATE Students	% of Total Grade
9th	39	32.5	3.0
10th	27	22.5	3.3
11th	32	26.7	4.8
12th	22	18.3	4.6



TEACHER DATA, 2000 - 2001

CERTIFICATED TEACHING STAFF BY DEPARTMENT AND TRACK

Department	Track A	Track B	Track C	Track D	Total	% of Total Faculty
Art	2	2	2		6	4.0
Computers/ Business	2	2	1		5	3.3
Health	1	1	1		3	2.0
Performing Arts	1	0	0		1	0.7
Industrial Arts	1	2	3		6	4.0
Special Education (including RSP)	4	5	6		15	9.9
English	10	10	10	2	32	21.2
ESL	4	4	4		12	7.9
Foreign Language	3	3	3		9	6.0
Mathematics	6	6	6		18	11.9
Physical Education	3	3	3		9	6.0
ROTC	1	1	0		2	1.3
Science	5	5	5	1	16	10.6
Social Studies	6	5	5	1	17	11.3

TEACHING STAFF STABILITY AT TJHS, 2000 - 2001

Staff Stability	# of Teachers	% of Teachers
Less Than 1 Year	0	0.0
1 Year	13	9.0
2 - 5 Years	57	39.6
6 - 10 Years	36	25.0
11 Years or More	38	26.4

TEACHER DATA (CONTINUED), 2000 - 2001

ETHNICITY OF TEACHING STAFF

Ethnicity	# of Teachers	% of Teachers
Am. Ind./Alsk Nat.	0	0.0
Asian	9	5.2
Black	47	27.2
Filipino	3	1.7
Hispanic	36	20.8
Pacific Islander	2	1.2
White	76	43.9

TEACHER CREDENTIALS 2000-2001

Credentials	# of Teachers	% of Teachers
District/University Interns	6	3.7
Emergency Credentials	47	28.8
Fully Credentialed	110	67.5

# STUDENT ACHIEVEMENT, 1999 - 2000

## Sharp, Write, and Topics

### 10th GRADE

Track	Sharp (Reading)			Write			Topics (Math)				
	Pass	Blank/Fail	Pass %	Pass	Objective	Essay	Blank/Fail	Pass %	Pass	Blank/Fail	Pass %
A	92	171	35.0	73	35	8	147	27.8	27	236	10.3
B	106	189	35.9	86	35	3	180	28.3	63	241	20.7
C	122	139	46.7	92	33	5	130	35.4	49	212	19.9

### 12th GRADE

Track	Sharp (Reading)			Write				Topics (Math)			
	Pass	Blank/Fail	Pass %	Pass	Objective	Essay	Blank/Fail	Pass %	Pass	Blank/Fail	Pass %
A	102	34	75.0	69	30	5	32	50.7	55	81	40.4
B	143	27	84.1	118	34	3	15	69.4	103	67	60.5
C	122	19	86.5	113	18	1	9	80.1	106	35	75.0
D	41	4	91.1	22	19	1	3	48.9	32	13	71.1

### 10th GRADE

Ethnicity	Sharp (Reading)			Write				Topics (Math)			
	Pass	Blank/Fail	Pass %	Pass	Objective	Essay	Blank/Fail	Pass %	Pass	Blank/Fail	Pass %
Asian	1	1	50.0	1	1	0	0	50.0	1	2	33.3
African American	16	22	42.1	13	4	2	27	28.3	4	32	11.1
Hispanic	302	476	38.8	237	98	14	430	30.4	134	105	56.1

### 12th GRADE

Ethnicity	Sharp (Reading)			Write				Topics (Math)			
	Pass	Blank/Fail	Pass %	Pass	Objective	Essay	Blank/Fail	Pass %	Pass	Blank/Fail	Pass %
Asian	2	0	100.0	3	0	0	0	100.0	2	0	100.0
African American	11	15	42.3	12	5	1	7	48.0	10	8	55.6
Hispanic	395	69	85.1	307	96	9	52	66.2	284	188	60.2

# SAT WITH STATE AND NATIONAL DATA FOR COMPARISON

Year	TJHS		California		USA	
	Verbal	Math	Verbal	Math	Verbal	Math
1995 - 1996	363	390	495	511	505	508
1996 - 1997	353	381	496	514	506	511
1997 - 1998	353	381	496	514	506	511
1998 - 1999	365	381	390	514	506	511
1999 - 2000	370	382	497	518	505	514

# ACT WITH STATE AND NATIONAL DATA FOR COMPARISON

Year	TJHS		California		USA	
	English	Math	English	Math	English	Math
1995 - 1996	13.4	16.3	20.1	21.2	20.3	20.2
1996 - 1997	14.2	17.1	20.1	21.6	20.4	20.8
1997 - 1998	12.6	15.4	20.2	21.8	20.4	20.8
1998 - 1999	13.9	16.9	20.5	21.9	20.5	20.7
1999 - 2000	14.5	16.8	20.6	22.0	20.5	20.7

# STUDENT ACHIEVEMENT

AP Exam Results (Dashed line indicates cutoff for a passing score)

1996	U.S. History		Studio Art		Chemistry		Computer Sc. A		Compu. Sc. AB		Statistics		Macro-Economics		English Lit/Comp.		U.S. Gov't		Compar Gov't		Math (Calc.)		French Lang.		Spanish Lang.		Spanish Lit.	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
5	0	0									0	0	0	0	0	0	0	0			0	0			63	62	0	0
4	0	0									0	0	0	0	0	0	0	0			0	0			27	26	0	0
3	0	0									0	0	0	0	1	3	0	0			1	9			12	12	4	67
2	8	22									2	67	0	0	7	23	2	13			1	9			0	0	1	17
1	29	78									1	33	1	100	22	73	13	87			9	82			0	0	1	17

1997	U.S. History		Studio Art		Chemistry		Computer Sc. A		Compu. Sc. AB		Statistics		Macro-Economics		English Lit/Comp.		U.S. Gov't		Compar Gov't		Math (Calc.)		French Lang.		Spanish Lang.		Spanish Lit.	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
5	0	0									0	0			0	0	0	0			0	0			59	57	0	0
4	0	0									0	0			0	0	0	0			0	0			31	30	0	0
3	0	0									0	0			2	6	1	4			0	0			10	10	3	60
2	5	10									1	13			8	26	5	21			0	0			3	3	1	20
1	45	90									7	88			21	68	18	75			9	100			0	0	1	20

1998	U.S. History		Studio Art		Chemistry		Computer Sc. A		Compu. Sc. AB		Statistics		Macro-Economics		English Lit/Comp.		U.S. Gov't		Compar Gov't		Math (Calc.)		French Lang.		Spanish Lang.		Spanish Lit.	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
5	0	0													0	0	0	0			0	0			37	36	0	0
4	0	0													0	0	0	0			0	0			43	42	0	0
3	0	0													0	0	1	4			0	0			12	12	3	60
2	1	2													6	19	0	0			2	22			2	2	3	60
1	18	36													25	81	24	100			5	56			1	1	1	20

1999	U.S. History		Studio Art		Chemistry		Computer Sc. A		Compu. Sc. AB		Statistics		Macro-Economics		English Lit/Comp.		U.S. Gov't		Compar Gov't		Math (Calc.)		French Lang.		Spanish Lang.		Spanish Lit.	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
5	0	0	0	0											0	0	0	0							38	35	0	0
4	0	0	0	0											0	0	0	0							48	44	4	13
3	1	3	0	0											0	0	1	3							19	17	13	41
2	2	7	3	16											13	28	14	47							4	4	10	31
1	26	90	16	84											33	72	15	50							1	1	5	16

UNIVERSITY OF CALIFORNIA, A - F REQUIREMENTS PASS RATE  
VS. TOTAL STUDENT ENROLLMENT

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Year	%
1996 - 1997	27.4
1997 - 1998	29.1
1998 - 1999	31.4
1999 - 2000	43.7

POSTSECONDARY CHOICES

	1997		1998		1999		2000	
	#	%	#	%	#	%	#	%
Out of Country University	2	0.5	3	0.8	5	1.4	0	0
University of California	10	2.7	11	2.9	13	3.6	5	1.2
Out of State Community College	2	0.5	2	0.5	0	0.0	1	0.2
California State University	77	21.2	63	16.6	50	13.7	51	12.3
Out of State University	4	1.1	6	1.6	0	0.0	7	1.7
Trade School	6	1.6	11	2.9	12	3.3	9	2.2
No Response or "Other"	40	11.0	40	10.5	43	11.7	61	14.7
California Private University	4	1.1	17	4.5	23	6.3	23	5.5
California Community College	200	54.9	210	55.3	214	58.5	245	59.0
Military	19	5.2	17	4.5	6	1.6	13	3.1
TOTAL	364	100.0	380	100.0	366	100.0	415	100.0

ACADEMIC PROBATION PROGRAM, 1999 - 2000

Fall Semester, 1999										
	Track									
	A		B		C		D			
	#	%	#	%	#	%	#	%		
Total Students	1046	NA	1084	NA	1028	NA	NA	NA		
8 Week	313	29.9	305	28.1						
12 Week	317	30.3	287	26.5						
16 Week	317	30.3	267	24.6	150	14.6				

Spring Semester, 2000										
	Track									
	A		B		C		D			
	#	%	#	%	#	%	#	%		
Total Students	1108	NA	1118	NA	1083	NA	NA	NA		
4 Week	254	22.9	127	11.4	175	17.0				
8 Week	282	25.5	202	18.1	195	19.0				
12 Week	305	27.5	194	17.4	216	21.0				
16 Week	316	28.5	203	18.2	199	19.4				



# SUSPENSIONS BY ETHNICITY, 1999 - 2000

Year	American Indian		Asian		Black		Hispanic		White		Filipino		Pacific Islander	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1995 - 1996	0	0.0	3	0.2	420	23.5	1362	76.3	0	0	0	0	0	0
1996 - 1997	0	0.0	10	0.5	415	20.1	1639	79.4	0	0	0	0	0	0
1997 - 1998	4	0.2	6	0.3	380	21.9	1349	77.6	0	0	0	0	0	0
1998 - 1999	0	0.0	10	0.7	298	22.0	1044	77.2	0	0	0	0	0	0
1999 - 2000	3	0.2	1	0.1	309	18.2	1388	81.6	1	0.1	0	0	0	0

OPPORTUNITY TRANSFERS BY ETHNICITY, 1999 - 2000

Year	Asian		Black		Hispanic	
	#	%	#	%	#	%
1995 - 1996	1	0.7	29	21.1	107	78.1
1996 - 1997	0	0	35	31.5	76	68.4
1997 - 1998	0	0	18	20.2	71	79.7
1998 - 1999	0	0	8	13.5	51	86.4
1999 - 2000	0	0	13	59.0	9	41.0

# **Expected Schoolwide Learning Results**

## **Chapter II**

“My picture illustrates ESLRs number 1 and 2: Students should be effective users of technology and be able to write really well. I think if you can do these things you can get a really good job.”

Glenn Lima, grade 9, Social Justice Career Interest Path

## **PROCESS USED TO DETERMINE AND CLARIFY THE EXPECTED SCHOOLWIDE LEARNING RESULTS**

The task of determining the Thomas Jefferson High School Expected Schoolwide Learning Results (ESLRs) began in November 1999, when teachers, support staff, administrators, students, and parents met for our first schoolwide accreditation staff development session. The school community was introduced to the "Focus On Learning" process. In small groups the campus looked at our preliminary student data, the school's vision statement and sample ESLRs from other schools. Groups brainstormed and discussed what a Jefferson HS graduate should know and be able to do.

Each group then created four to six expected schoolwide learning results. These ideas were shared with the larger group and became the work product for this meeting. The entire process was repeated with C Track staff in January 2000.

In February 2000, our Accreditation 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 Accreditation Leadership Team reached consensus on the six general categories represented by the suggestions. 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 Accreditation Co-Coordinator further clarified the language of the selected ESLRs. After review of this draft, the Accreditation Leadership Team gave final approval to the following six ESLRs:

- ESLR #1: Technologically skilled students
- ESLR #2: Effective users of language
- ESLR #3: Critical thinkers
- ESLR #4: Life long learners
- ESLR #5: Socially responsible young adults
- ESLR #6: Academically competent students

The two ESLRs selected as the focus of our accreditation self-study process were ESLRs 2 and 6.

## EXPECTED SCHOOL WIDE LEARNING RESULTS

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

### 1) Technologically skilled students who:

- a. demonstrate use of technology across the curriculum (e.g., digital portfolios, Web pages, word processing).

Measurable indicator: 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:

- a. listen, read, write, and research critically and thoroughly.
- b. speak appropriately, confidently, and effectively in formal and informal situations.

Measurable indicator: 1) Demonstrate successful completion of 9<sup>th</sup> 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:

- a. make appropriate decisions and solve problems.
- b. gather and analyze data from real world situations to draw inferences and conclusions.

Measurable indicator: 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 at least one NCE.

# **Progress Report**

## **CHAPTER III**

“I chose a surrealist style to illustrate this chapter title, which sounds very corporate and businesslike. We looked at corporate brochures to get ideas on how to illustrate something that we are not really familiar with, such as accreditation reports.”

Mizael Rojas, grade 12, e.BAM Career Interest Path

**“PURSUING EXCELLENCE”  
SUMMARY OF MAJOR CHANGES  
SINCE 1994-1995 ACCREDITATION**

- Parent Center opened in 1996
- Passage of Proposition BB allocated resources for numerous projects: Safety Technology project, Computer/Internet connection to all classrooms, new PA and alarm system throughout campus; bleachers on athletic field completely renovated
- Creation of School Support Committee to address maintenance, safety and security concerns
- Recipient of Digital High School Restructuring Grant in 1998
- Full time Technology Coordinator position created in 1999
- Restructuring of school into smaller learning committee named “Career Interest Paths” (CIPs)
- Greater professional development emphasis upon standards based instruction
- New bungalows installed on campus
- Institution of a schoolwide Tardy Policy in 1996
- Creation of a Human Relations Committee
- Increase in students enrolled in Advanced Placement courses and in number of students who pass with a 3 or higher
- Increase in number of Advanced Placement courses offered
- Improvement in number of students who are redesignated
- Increase in library personnel and service hours
- Computerization of student cumulative records to facilitate counseling services
- Annual Honor Roll Receptions
- Establishment of Academic Probation policy to provide coordinated intervention strategies for failing students
- Creation of Computer Project and Lab Rooms in Science Building
- Expansion of English department electives
- Changes in English as a Second Language program mandated by passage of Proposition 209
- Bilingual Counselor position added to facilitate redesignation procedures.
- Adoption and use of Accelerated Reader Program to improve reading literacy in ninth grade
- Creation of double block language art period for ninth grade
- Bilingual staff added to physical education department
- Implementation of ninth grade class size reduction

## **“PURSUING EXCELLENCE” MAJOR SCHOOLWIDE RECOMMENDATIONS & RESPONSES**

The Committee recommended:

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

Parent and community participation in the Thomas Jefferson High School improvement process have been broadened in a number of ways. Our new Parent Center opened in 1996. Parents meet biweekly in the center for training and greater involvement in school processes. Parents are also kept abreast of policies and changes at the monthly Bilingual and Title I Advisory Council meetings. At these forums parental input is sought and school procedures are discussed. For two years, parents have been provided parenting skills training in a nine-week program sponsored by Title I. To familiarize parents with the increasing incorporation of technology in the curriculum, the Los Angeles County Office of Education provided parent representatives with technology advocacy training. Parents of students who receive multiple failing grades or who have been identified as “at-risk” for other reasons attend voluntary training sessions designed to help them better assist their children. The psychiatric social worker and bilingual counselor facilitate these sessions. Schoolwide fairs and workshops are held in the afternoons, evenings, and weekends to promote parent participation (i.e.: science fairs, college fairs, financial aid workshops, citizenship workshops, etc.). Parents also attend special programs that recognize student success and achievement such as Honor Roll receptions, Senior Awards Night, and Academy/Career Interest Path (CIP) events.

- 2. That the school administration and School Site Leadership Council (SSLC) address additional ways of improving school appearance and maintenance/operations response time to provide a more comfortable working and learning environment that addresses the safety of all stakeholders. (School Report, Resource Committee, p. 15; WASC Criterion: School Plan)**

The issues of improved school appearance and maintenance/operations response time have been addressed. The passage of Proposition BB dramatically impacted the school. Proposition funding has been used to renovate the auditorium, football stadium, and small gym; wire the classrooms and offices for Internet access and cable TV; and install new security intrusion and fire alarm systems. A joint grant project between the school and the Hollywood Beautification Team is underway. Numerous murals were planned and painted during the 1999-2000 and 2000-2001 school years. Jefferson HS’s interior is scheduled to be painted in the 2001-2002 school year. Other improvements include two more hours of custodial time for graffiti abatement; installation of security grates on bungalow windows and other sites; allocation of year-round cleaning funds for on-site personnel to maintain campus appearance; a new boiler; continuous painting of exterior walls; and installation of stop signs and speed bumps to improve pedestrian safety.



A "Request for Maintenance" form was developed and is used by staff to bring immediate concerns to administration and the plant manager. The plant manager and staff address normal maintenance concerns, and trouble calls are made to Area Maintenance and Operations when further repair is necessary. The plant manager logs all trouble calls, and teachers are informed of the status of their request. The plant manager's utilization of a computer has improved maintenance response time.

The SSLC established the School Support Committee. It meets periodically to address maintenance, safety, and security concerns that have been articulated by teachers, students or parents. A School Safety Committee was also formed to regularly address emergency procedures and all school safety issues.

**3. The school administration, SSLC, and the teachers explore methods of providing students more opportunities to use current technological tools in order to better prepare them for post high school careers and/or college experiences. (Conference with Student Senate; Observations; CDE Criterion: Instructional Practices)**

Jefferson HS has increased opportunities for students to use technology.

- **Access to technology:** Jefferson HS was the recipient of the three-year Digital High School Restructuring Grant in 1998. This grant, coupled with Proposition BB funds, has paid for the installation of telecommunication lines, state-of-the-art computers, and teacher training. Existing computer labs have been upgraded and a new computer project room has been added for individual student and class use. The library has nine computers accessible to students. These computers are available during lunch, after school, and during the school day. At least one computer will be placed into each classroom. Class sets of portable computers (Dream Writers and Smart Pros) are available for teacher check out. Students have access to the Internet when they return an Internet User Agreement (IUA) Form signed by the student and his or her parents. Students have access to scanners, digital editors, and Computer Aided Design programs through advertising, film, art, and woodworking class electives. Two new computers in the College Center provide students greater access to information regarding colleges and careers. Jefferson HS has had a full-time technology coordinator since 1997.
- **Student training:** Most ninth grade students take a semester-long computer class to familiarize them with keyboarding and basic computer functions. Advanced computer classes are offered during and after school. The technology coordinator is currently exploring schoolwide strategies to ensure that all students possess the basic skills necessary to use computers independently. Qualified classroom teachers administer Computer Competency Tests. Students are issued IUAs after completion of training. Ninth grade students participate in the Accelerated Reader literacy program, which uses computers housed in the library and English teachers' classrooms.
- **Teacher training:** The technology coordinator offers weekly computer training to teachers. When teachers are off track, intensive three-day workshops help teachers achieve personal and instructional computer proficiency. Senate Bill 1882 Professional Development funds are annually earmarked for staff technology training.
- **Technology-focused curricula:** In 1996, the Jefferson Media Project was created 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 curricula.

**4. That the school administration and staff seek ways to enhance communication within the school and between the school and parent community in order to promote and improve effective and inclusive decision-making. (School Report, Process Committee p. 16; Conferences with Staff and Parents; WASC Criterion: Organization; CDE Criterion: Improvement Processes)**

Communication within the school and between the school and parent community has been improved since the 1994-1995 school year.

- **Improvements in internal school communication:** The daily bulletin, PA announcements, and the dry erase bulletin in the Main Office provide information for faculty and staff. Input is solicited and ideas are shared at monthly department, faculty, and subcommittee meetings. Questions regarding our school's major restructuring plan (Goals 2000) are directed to the Goals 2000 Committee members and are answered in a timely fashion. A six- to eight-week orientation provides new teachers with the information they need to be active participants in the school community. The outdated office telephone system has been replaced, and a new classroom communication system is being installed with Proposition BB funds.
- **Improvements in school-student communication:** The daily bulletin and PA announcements apprise students of daily and weekly events. Ninth grade orientation assemblies inform incoming students of school procedures and policies. The Student Life Committee meets monthly to address student issues and concerns. Faculty class sponsors disseminate grade-level information to students at regularly scheduled class meetings. Leadership students use homeroom presentations to promote school events, activities, and competitions. Student representatives participate in SSLC and Accreditation Committee meetings. Finally, students receive a Student Planner/ Handbook at the beginning of each school year. It contains information for both students and parents regarding student responsibilities, discipline, and school wide policies and procedures.
- **Improvements in school-parent community communication:** A Jefferson HS web site has been designed by the Technology Coordinator and it is accessible to staff, students, parents. The Parent Handbook is currently being revised for future publication and distribution. Parents are apprised of school events through parent advisory council meetings, letters, and phone calls.

**5. That the school administration, staff, students and parents expand programs and enhance strategies designed to improve student attendance and reduce dropout rates. (School Report, Process Committee pp. 8, 13; Appendices B-5; Conferences with Staff; CDE Criterion: Culture of the School)**

Several strategies have been employed to improve student attendance and reduce dropout rates. During the past six years, the District has twice recognized the school's improving attendance rates.

- **Direct strategies to improve student attendance:** During the 1995-96 school year, a comprehensive Tardy Policy was instituted. It is enforced each period of the school day. A full time Pupil Services and Attendance Counselor works in concert with the Dropout Prevention Coordinator and Attendance Office Staff to investigate short and long term student absences and to reinstate students in school. Special recognition events are periodically held to acknowledge improved and perfect student attendance. These events include gift drawings, pizza and ice cream socials and acknowledgments over the public address system. The final exam schedule has also been reworked to reduce the number of school days after final exams, notoriously low attendance days. The Student Life Committee and Leadership Class regularly plan special events for Fridays, the lowest day of attendance. Seniors are allowed a limited number of absences in order to be eligible for senior activities.
  - **Increasing student attendance by improving student achievement:** As daily attendance and student achievement are correlated, two new positions were created to improve academic achievement in targeted student populations. The Bilingual Resource Counselor works to improve redesignation and academic achievement rates for ESL and Preparing to Redesignate Program (PRP) students. The Academic Probation Coordinator targets low achieving students for special services such as tutoring, seventh period classes, individual mentoring, and academic and personal counseling.
  - **Restructuring the school into CIPs:** One goal of Jefferson HS's restructuring effort is to improve student attendance. Research suggests that the CIPs' enhanced sense of community, specific career focus, personalized instruction, and clearly defined intervention strategies may improve student attendance rates and decrease drop out rates.
- 6. That the school administration and SSLC expand and refine the number of academies available to tenth, eleventh, and twelfth grade students. This will allow more students to profit from the positive results that are coming from the existing academies. (School Report, Program Committee p. 22; Conference with Program Committee; CDE Criterion: Instructional Practices)**
- Between 1995 and 1998, the existing Academies expanded to include more students. The Perkins Academy enrollment doubled from fifty to one hundred students per track (total enrollment: approximately 300 students). The Humanitas Academy added one team per track for tenth and eleventh grades. The Early College Academy also added teams on all tracks for tenth through twelfth grades. During the 1998-99 school year, the school's Goals 2000 Sub-Committee advocated offering the academy structure to all students. As a result, the school was restructured so that each track would offer distinct CIPs in addition to Special Education, Honors, Advanced Placement, and ESL classes. Beginning with the 2000-2001 school year, all Jefferson HS students will be aligned with a specific CIP.
- A Track students choose between Social Justice, Urban Development, and e.BAM CIPs. B Track features the following CIPs: Business-Tech, Engitech, and Arts and Entertainment. C Track offers Film and Theatre, Urban Community and Cultural Studies, and Environmental Engineering CIPs.

7. **That the school administration and SSLC work with the Professional Development Committee to promote instructional delivery strategies that will more effectively engage students, and promote active learning to assist classroom teachers in combating high failure rates. (School Report, Program Committee pp. 26, 30; Conference with Program Committee)**

Students are engaged when the curriculum is accessible. For the past six years, Jefferson HS's Professional Development Committee has focused on reading and writing skills which help our students to access the curriculum. A sampling of in-service and conference titles from the past six years are "Instructional Strategies That Work in the Content Areas," "Language Arts Skills Across The Curriculum," "The Reading Process for Content Area Teachers," "Writing Across the Curriculum," "Cooperative Literacy," "Reading in the Secondary Classroom," "Reading and Writing to Learn," and "Critical Reading Strategies."

Since 1995, teachers have been sent to a variety of conferences that promote active learning strategies. Conference-featured strategies include: learning games ("Jerry Springer" and "Family Feud" simulations), constructivist approaches, pneumatic devices to trigger memorization, Howard Gardner's 11 Intelligences, and Brain-based Learning. Furthermore, teachers have been trained in Socratic Seminars, Interdisciplinary-Thematic Instruction, Portfolios, and Project-Based Learning. Conference participants regularly facilitate staff development for faculty members.

SDAIE is another instructional strategy that engages students in active learning. SDAIE emphasizes that teachers use comprehensible input and capitalize on students' real world knowledge. Over the past six years, Jefferson HS has featured numerous SDAIE workshops and teachers have participated in a variety of conferences and seminars that focused on engaging instructional strategies and active learning.

LAUSD Standards-Based Instruction policies have also been part of our ongoing staff development. Additionally, Local District offices have involved all administrators and a representative faculty group in standards-based staff development directed by America's Choice.

## **PROCESS COMMITTEE**

The Committee recommended:

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

The processes surrounding school vision, student outcomes, and action plans are effectively communicated at the present time. In 1999, all stakeholders were involved in the envisioning and creating of student outcomes and school action plans as part of our School Based Management (SBM) Plan. Processes for formulating or changing existing policies are communicated through faculty and staff meetings, SBM Sub-Committee meetings, Parent/Community group meetings and, if appropriate, letters to students' homes.

Communication that is shared with the parent/community group is written in English and Spanish.

2. **That the school administration and staff seek ways to enhance communication within the school and between the school and parent community in order to promote and improve effective and inclusive decision-making. (School Report, Process Committee p. 16; Conferences with Staff and Parents; WASC Criterion: Organization; CDE Criterion: Improvement Processes)**

Communication within the school and between the school and parent community has been improved since 1994-95.

- **Improvements in internal school communication:** The daily bulletin, PA announcements and the dry erase bulletin in the Main Office provide information for faculty and staff. Input is solicited and ideas are shared at monthly department, faculty, and sub-committee meetings. Questions regarding our school's major restructuring plan (Goals 2000) are directed to the Principal and are answered in a timely fashion. A six to eight-week orientation provides new teachers with the information they need to be active participants in the school community. The outdated office telephone system has been replaced and a new classroom communication system is being installed with Proposition BB funds.
- **Improvements in school-student communication:** The daily bulletin and PA Announcements apprise students of daily and weekly events. 9<sup>th</sup> Grade Orientation Assemblies inform incoming students of school procedures and policies. The Student Life Committee meets monthly to address student issues and concerns. Faculty Class Sponsors disseminate grade-level information to students at weekly Class Meetings. Leadership Students use homeroom presentations to promote school events, activities, and competitions. Student Representatives participate in SSLC and Accreditation Committee Meetings. Finally, students receive a Student Planner/Handbook at the beginning of each school year. It contains information for both students and parents regarding student responsibilities, discipline, and school wide policies and procedures.
- **Improvements in school-parent community communication:** A Jefferson HS web site has been designed by the Technology Coordinator and it is accessible to staff, students, parents. Several years ago, all parents received a Parent Handbook. It is currently being revised for future publication and distribution. Parents are apprised of school events through parent advisory council meetings, letters, and phone calls.

3. **That the school administration, staff, students, and parents expand programs and enhance strategies designed to improve student attendance and reduce dropout rates. (School Report, Process Committee pp. 8, 13; Appendices B-5; Conferences with Staff; CDE Criterion; Culture of the School)**

Several strategies have been employed to improve student attendance and reduce dropout rates. During the past six years, the District has twice recognized the school's improving attendance rates.

- **Direct strategies to improve student attendance:** During the 1995-1996 school year, a comprehensive Tardy Policy was instituted. It is enforced each period of the school day. A full time Pupil Services and Attendance Counselor works in concert

with the Dropout Prevention Coordinator and Attendance Office Staff to investigate short and long term student absences and to reinstate students in school. Special recognition events are periodically held to acknowledge improved and perfect student attendance. These events include gift drawings, pizza and ice cream socials and acknowledgments over the public address system.

- **Increasing student attendance by improving student achievement:** As daily attendance and student achievement are correlated, two new positions were created to improve academic achievement in targeted student populations. The Bilingual Resource Counselor works to improve redesignation and academic achievement rates for ESL students. The Academic Probation Coordinator targets low-achieving students for special services including tutoring, seventh period classes, individual mentoring, and academic and personal counseling.
- **Restructuring the school into CIPs:** One goal of Jefferson HS's restructuring effort is to improve student attendance. Research indicates that the CIPs' enhanced sense of community, specific career focus, and clearly defined intervention strategies will improve student attendance rates and decrease drop out rates.

**4. That the school administration, staff, students, and parents develop strategies that will improve and sustain student efforts to achieve success in academic endeavors and reduces student failure. (School Report, Process Committee, Appendices G-1; Visual and Performing Arts p. 13; Conferences with Staff and Parents; CDE Criteria: Improvement Process; Culture of the School)**

Several strategies are utilized to positively impact student efforts to achieve and sustain academic success. We are beginning to use vertical and horizontal teaming to improve student success in core subjects. During State "Buy Back" Days, teachers are provided with time to begin department and CIP articulation. Additional time is available upon request. The CIPs are a major strategy the school is utilizing to improve student achievement. The Humanitas, Early College, and Perkins Academies held annual Students Award Dinners. School wide poetry readings are regularly held during lunch in the library. Ninth graders have participated in Spelling Bee competitions and recognition assemblies. All students who earn a 3.0 or higher grade point average each semester are honored at our Honor Roll Receptions. During the 1999/2000 school year, an Academic Probation Program was instituted. This program targets students who fail two or more core classes. To address failures, tutoring, intercession, and period seven classes are offered to these students.

**5. That the school administration develop a plan to ensure the security of computer technology and other expensive educational resources in order to conserve available sources. (Conferences with Staff; WASC Criterion: School Plant)**

The Technology Coordinator has requested that all teachers go through a basic training certification program before they are eligible to receive a computer. Part of this program is designed to help reduce vandalism and theft and make teachers aware of security issues and successful classroom management techniques. A school-wide inventory has been created to help keep track of equipment purchased by all funding sources on campus. A customized branding tool has been purchased to mark all computers, TVs, VCRs, and specialized equipment. Lockdowns have been purchased for all classroom and computer lab computers. In addition, enclosed cabinets have been purchased for high-risk classrooms, including the

bungalows. The Tech Coordinator has requested that any program that purchases computers also purchase lockdowns. Additional window security screens have been installed on many classrooms. The Prop BB Safety and Technology Project is replacing the school-wide security system. Motion detectors are installed on first and second floors. Two high-security roll-down doors have been installed in the Industrial Arts Department. Both the local school security officers and the nearby Newton police station have been informed that the school has purchased more equipment recently and that vandalism and theft may be more likely. Future large purchases of equipment will be broken down into smaller orders that can be installed and locked down more quickly. Efforts have been made to talk to Adult School administration about vandalism that has occurred during evening classes. These conversations are ongoing.

- 6. That the school administration develop information gathering strategies and techniques that render representative input from parents and students to ensure informed responses to school programs and policies. (Conferences with Parents and Students; WASC Criterion: Philosophy, Goals, and Objectives: CDE Criterion: Improvement Processes)**

Representative input from parents and students is typically gathered by surveying these groups during open forums or using written surveys. Before the CIPs were created, Leadership students surveyed students about their career interests. This data was then used to determine which CIPs would most appeal to Jefferson HS students. During the 2000-2001 school year, the CIPs have been encouraged to administer questionnaires that probe students, parents, and teachers about the quality of the CIP experience. In 1999, students completed surveys regarding school safety issues for the Human Relations Committee. Also in 1999, parents and staff completed District generated surveys to provide feedback regarding the levels of satisfaction with school programs and facilities. The SSLC always surveys stakeholders for input before making decisions regarding school programs and policies.

## **PROGRAM COMMITTEE**

The Committee recommended:

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

Additional personnel and new classes have been added to provide all students equal opportunities regardless of track assignments. Journalism, formerly available on one track only, is now offered to students by cross-tracking. Drama, previously available to A Track students only, is now offered on B and C Tracks. Academic Decathlon, Folklorico, and Yearbook are open to students on all tracks. After school clubs, such as Mock Trial, are available to students on all tracks. New courses added to the curriculum since the last accreditation include AP Studio Art and AP Language on all tracks, AP Biology on B and C Tracks, and film classes on C Track. Integrated Science is now offered on all three tracks,

and AP Calculus is offered across tracks. Due to the unavailability of qualified, credentialed staff, the school's music offerings have not been increased.

- 2. The school administration, guidance department, and bilingual coordinator develop a plan to expedite the redesignation of LEP students. This action will improve the placement of students in the classes students need for post-secondary educational pursuits. (School Report, Program Committee p. 26; Counseling Department Conference)**

The response of the Jefferson HS Bilingual Program to the WASC recommendation was three-fold and produced dramatic results. First, the program funded a bilingual counselor to direct redesignation testing. Second, a testing program was implemented in order to select students for LAS (Language Assessment Scales) redesignation testing, counseling, and tutoring. Third, the program dedicated additional funding for personnel to test and tutor students for the purposes of redesignation testing.

The redesignation testing program involves a series of steps to identify and test qualified LEP students. Writing samples are solicited from students who have passed ESL classes and are enrolled in sheltered English classes. These students are designated PRP. The solicited writing samples are read and scored by certificated personnel. Our experience indicates that students who are strong in writing have little problem passing the reading and oral sections of the three-part redesignation test. Therefore, PRP students who provided the strongest writing samples are tested first. Stanford Nine reading and language scores and teacher recommendations are also used for selecting candidates for redesignation testing. Allocation of funding to hire personnel to test and tutor students has been critical to the success of this program.

This program has produced dramatic results. The total number of students redesignated has risen; the number of LEP students has dropped proportionally. In the 1996-97 school year 250 students out of 2,150 LEP students were redesignated (11.62%). In the 1997-98 school year 408 students out of 1,975 LEP students were redesignated (20.65%). In the 1998-99 school year 387 students out of 1,836 LEP students were redesignated (21%). Since the 1996-97 school year, the proportion of LEP students has dropped from 58% of the student body to approximately 46% in the 1999-2000 school year.

- 3. The school administration and SSLC expand and refine the number of academies available to 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. This will allow more students to profit from the positive results that are coming from the existing academies. (School Report, Program Committee p. 22; Program Committee Conference; Department Conferences)**

Between 1995 and 1998, the existing Academies expanded to include more students. The Perkins Academy enrollment doubled from fifty to one hundred students per track (total enrollment: approximately 300 students). The Humanitas Academy added one team per track for tenth and eleventh grades. The Early College Academy also added teams on all tracks for tenth through twelfth grades. During the 1998-99 school year, the school's Goals 2000 Sub-Committee advocated offering the academy structure to all students. As a result, the school was restructured so that each track would offer distinct CIPs in addition to Special Education, Honors, Advanced Placement, and ESL classes. Beginning with the 2000-2001 school year, all Jefferson HS students were aligned with a specific CIP.



A Track students choose between Social Justice, Urban Development, and e.BAM CIPs. B Track features the following CIPs: Business-Tech, Engitech, and Arts and Entertainment. C Track offers Film and Theatre, Urban Community and Cultural Studies, and Environmental Engineering CIPs.

- 4. The school administration and guidance department develop a communication process that allows counselors and teachers the opportunity to share their common concerns in relation to scheduling students and development of the master schedule. (School Report pp. 9-10, 12, 18, 22, 26; Program Committee conference; Steering Committee Conference)**

Although student needs determine the final master schedule, 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. Procedures to develop the master schedule for the new school year include the issuance of a Teacher Preference Form to each teacher. This form requests the teacher's preferred teaching schedule and courses for the upcoming school year. Teachers also indicate their current track as well as desired track changes. Teachers also note whether or not they would like or accept an auxiliary class. The Assistant Principal Secondary Counseling then reviews this information with each department chair prior to developing the master schedule and assigning room assignments. During the spring semester counselors visit various classrooms to program students for the following school year. Additional steps have been taken to elicit input before building the Master schedule. Throughout the 1999/2000 school year, the Goals 2000 Subcommittee met monthly to explore issues ranging from student assessment and counseling to building the master schedule. Teachers brought their concerns to this forum.

- 5. The school administration and staff conduct a major study of student attendance problems, including reasons for absenteeism and student ideas about solutions to those problems. (School Report pp. 9-10, 12, 18, 22, 26; Program Committee conference; Steering Committee; Steering Committee Conference )**

Since 1996-97 the attendance rate has improved by approximately four percent from 82 percent to 88 percent. This increase in attendance can be attributed to ongoing communication with parents regarding the importance of good attendance through schoolwide mailings, daily phone master messages, and presentations at both the Parent Advisory and Bilingual Advisory Committee meetings. Parent/guardians also receive a mailer if their student has three or more days of absence. Community Representatives also assist with phone calls to these students. An attendance referral form is distributed to teachers on a regular basis to provide updated information on students with three or more absences. The final exam schedule has also been reworked to reduce the number of school days after final exams, notoriously low attendance days. The Student Life Committee and Leadership Class regularly plan special events for Fridays, the lowest day of attendance. Weekly, monthly and yearly attendance awards are given to students with perfect attendance. Seniors are allowed a limited number of absences in order to be eligible for senior activities. Counselors assist the Attendance Office with issuing Permit-To-Re-enter class (PRCs) forms every morning, thereby allowing one-to-one counseling of students with numerous absences. During faculty meetings, staff members are reminded of the importance of good attendance

and its relationship to improved student achievement. Jefferson HS believes that attendance is everyone's business.

- 6. The school administration and SSLC work with the Professional Development Committee to promote instructional delivery strategies that will effectively engage students and promote active learning to assist classroom teacher in combating high failure rates. (School Report, Program Committee pp. 26, 30; Conference with Program Committee)**

Over the past six years, teachers have participated in a variety of workshops, conferences and seminars that focused on engaging instructional strategies and active learning. Topics have ranged from "Instructional Strategies That Work in the Content Areas," "Language Arts Skills Across The Curriculum," "Standards-based Instruction and Assessment," "The Reading Process for Content Area Teachers," "Cooperative Literacy," "Standards and SDAIE," "Writing Across the Curriculum," "Reading in the Secondary Classroom," "Peer Coaching," "Secondary Literacy Academies," "Testing Strategies," "Reading and Writing to Learn," and "Critical Reading Strategies." More teachers are incorporating these strategies in their curriculum planning and instructional delivery practices.

In 2000/2001, the school will offer Professional Development in the following areas: Interdisciplinary-Thematic Instruction, Socratic Seminars, Project-Based Learning, Community Service Learning, and Standards-based Instruction.

## **RESOURCE COMMITTEE**

The Committee recommended:

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

Additional personnel has been scheduled so that library service is available to all Jefferson HS students year round. Additionally, a full time Assistant has been assigned to the library to oversee the Accelerated Reader literacy program and assist with regular library duties. Teachers supervise the library during lunch and after school, thus allowing the library to remain open from 7:30 a.m. to 4:30 p.m. (with the exception of a 15-minute Nutrition Break from 9:55 a.m. to 10:10 a.m.). Throughout the day, student workers are assigned to the library to assist with book check out and reshelving.

- 2. That the school administration and SSLC address additional ways of improving school appearance and maintenance/operations response time to provide a more comfortable working and learning environment that addresses the safety of all stakeholders. (School Report, Resource Committee, p. 15; WASC Criterion: School Plan)**

The issues of improved school appearance and maintenance/operations response time have been addressed. The passage of Proposition BB dramatically impacted the school. Proposition funding has been used to renovate the auditorium, football stadium, and small gym, wire the classrooms and offices for Internet access and cable TV, and install new

security intrusion and fire alarm systems. A joint grant project between the school and the Hollywood Beautification Team is underway. Numerous murals were planned and painted during the 1999-2000 and 2000-2001 school years. Jefferson HS's interior is scheduled to be painted in the 2001-2002 school year. Other improvements include two more hours of custodial time for graffiti abatement, installation of security grates on bungalow windows and other sites, allocation of year round cleaning funds for on-site personnel to maintain campus appearance, placing artificial owls on roof tops to discourage pigeon roosting, a new boiler, continuous painting of exterior walls, and installation of stop signs and speed bumps to improve pedestrian safety.

A "Request for Maintenance" form was developed and is used by staff to bring immediate concerns to administration and the Plant Manager. The Plant Manager and staff address normal maintenance concerns and trouble calls are made to Area Maintenance and Operations when further repair is necessary. The Plant Manager logs all trouble calls and teachers are informed of the status of their request. The Plant Manager's utilization of a computer has improved maintenance response time.

A School Support Committee was established by the SSLC. It meets periodically to address maintenance, safety, and security concerns that have been articulated by teachers, students or parents. A School Safety Committee was also formed to regularly address emergency procedures and all school safety issues.

**3. That the school administration provide regular, systematic written evaluation of classified personnel to ensure consistent work performance and provide positive feedback. (School Report, Resource Committee p. 9; Conference with Classified staff)**

The Plant Manager and Assistant Principal hold monthly meetings with custodial staff. Staff receives written evaluations from the Plant Manager and conferences are held when necessary. The Assistant Principal reviews evaluations and schedule of work performance. Evaluations are on file with the Plant Manager. Other classified personnel meet regularly and are evaluated annually as prescribed by the school district.

## **STUDENT COMMITTEE**

The Committee recommended:

**1. That the site administration and staff develop school wide guidelines and expectations for student homework to reinforce classroom instruction. (School Report, Student Committee, p. 3; Conference with Student Senate)**

No schoolwide guidelines and expectations have been developed. Teachers are guided by LAUSD guidelines.

**2. That the site administration and school staff develop stronger communication with students to assist them in choosing appropriate classes in high school and in establishing long term goals through career and college information. (School Report, Student Committee, p. 5; Conference with Student Senate)**

The administration and staff have improved the guidance students receive. Students meet with their counselors every semester to plan their upcoming program and select appropriate classes. Computerized student cumulative files now facilitate easy access to a list of classes

students have passed and failed. Counselors program students through their English classes and students are encouraged to take the initiative to access their counselor when needed. Students may also seek guidance from teachers, the school psychiatric social worker, the school psychologist, and/or support personnel. New staff positions have been created to provide students with additional guidance, i.e. two additional counselors, Career Path Facilitators, and Intervention Coordinator. The Academic Intervention Counselor counsels underachieving students and advises students on how they can make up missed credits and improve their performance in future classes.

Curricular and extracurricular programs also help students envision and work toward their long-term goals. The school's reorganization into nine CIPs will immerse students in career-specific course work and enrichment activities. A new 9<sup>th</sup> grade course, "Life Skills for the 21<sup>st</sup> Century", will assist students in identifying the steps they must take to achieve their career and personal goals. College Fairs, college presentations, and visiting recruiters provide students with additional information about post-secondary choices. Extracurricular programs like BAYA (Barrio Area Youth Alternatives), SAT Prep Workshops, CBOP (Career Based Outreach Program), Liaison Citizens, and Shell Scholars provide students with mentors and college and career guidance. Finally, students can enroll in after school classes and off-campus programs that allow them to further explore their career interests.

**3. The school administration, Site Leadership Council, and the teachers explore methods of providing students more opportunities to use the current technological tools in order to better prepare them for post high school careers and/or college experiences. (Conferences with Student Senate, Observations; CDE Criterion: Instructional Practices)**

Jefferson HS students have increased opportunities to use technology.

- **Access to technology:** Jefferson HS was the recipient of the three year Digital High School Restructuring Grant in 1998. This grant, couple with Proposition BB funds, has paid for the installation of telecommunication lines, state-of-the-art computers, and teacher training. Existing computer labs have been upgraded and a new computer project room has been added for individual student and class use. The library has increased the number of student computers. These computers are available during lunch, after school, and during the school day. Additional computers are being placed into classrooms. Class sets of portable computers (Dream Writers and Smart Pros) are available for teacher check out. Students have access to the internet when they return an Internet User Agreement (IUA) Form signed by the student and his or her parents. Students have access to scanners, digital editors, and Computer Aided Design programs through Advertising, Film, Art, and Woodworking electives. Two new computers in the College Center provide students greater access to information regarding colleges and careers. Jefferson HS has had a full time Technology Coordinator since 1997.
- **Student training:** Most ninth grade students take a semester-long computer class to familiarize them with keyboarding and basic computer functions. Advanced computer classes are offered during and after school. The Technology Coordinator is currently exploring school-wide strategies to ensure that all students possess the basic computer skills to use computers independently. At this time, classroom teachers can administer Computer Competency Tests and Internet User Agreements (IUAs) to

their students. Ninth grade students participate in the Accelerated Reader literacy program that uses computers housed in the Library and English teachers' classrooms.

- **Teacher training:** The Technology Coordinator offers weekly computer training to teachers. When teachers are off track, intensive 3-day workshops help teachers achieve personal and instructional computer proficiency. SB1882 Professional Development funds are annually earmarked for staff technology training.
- **Technology-focused curricula:** In 1996, the Jefferson Media Project was created to familiarize students with technology used in the media. This program is developing 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 curricula.

**4. The school administration, Site Leadership Council, and the students work with available resources to further improve campus appearance by eliminating graffiti. (School Report; Student Committee, Student Survey #55: Observation; Conference with Student Senate)**

Graffiti abatement is an ongoing process. The custodial staff attempts to erase graffiti at the beginning of the school day. Throughout the years, different student clubs and organizations have spearheaded efforts to eliminate graffiti. Key Club's efforts were especially noteworthy during the 1997-1998 school year.

On Saturdays, student clubs and organizations paint murals to combat the spread of graffiti. Leadership, Key Club, Jefferson Media Arts Project, the Arts and Industrial Arts Department, Bank of America, and the Hollywood Beautification Team have sponsored murals around the campus. A joint grant project between the school and the Hollywood Beautification Team is currently underway. Two murals were planned and painted during 1999-2000 and will continue during the 2000-2001 school year.

At the end of the 1999-2000 school year, the Student Life Committee and Leadership created a Clean Campus Committee (CCC) to address campus cleanliness and corral student beautification efforts. The CCC is using the PA system and Speedometer to remind students to assist in campus clean up efforts.

With the assistance of the school police and deans, many teachers and staff have learned to identify the graffiti and tagging pieces that adorn classroom walls, desks, and books. When a piece is identified, the school police are notified.

**5. That the school administration, staff and students strengthen the student recognition programs that focus on academic achievement in order to promote academic excellence. (Conference with Student Committee; WASC Criterion: Curricula Programs; CDE Criterion: Student Services.)**

The school administration, staff, and students have organized the following activities to recognize students and reward academic excellence: Honor Roll Receptions, Stanford 9 Assemblies, Attendance Awards, Annual Academy Award Banquets, Annual Cosmetology/Clothing Receptions, and teacher sponsored awards. Teachers use the display cases to showcase outstanding student work. The Main Building Showcases feature the names of students on the Honor Roll and Perfect Attendance List.

## **PARENT COMMITTEE/COMMUNITY COMMITTEE**

The Committee recommended:

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

Parent and community participation in the school improvement process have been broadened in a number of ways. Our new Parent Center was opened in 1996. Parents meet biweekly in the center for training and greater involvement in school processes. Parents are also kept abreast of policies and changes at the monthly Bilingual and Title I Advisory Council meetings. At these forums parental input is sought and school procedures are discussed. For two years, parents have been provided parenting skills training in a nine-week program sponsored by Title I. To familiarize parents with the increasing incorporation of technology in the curriculum, the Los Angeles County Office of Education provided parent representatives with technology advocacy training. Parents of students who receive multiple failing grades or who have been identified "at-risk" for other reasons attend voluntary training sessions designed to help them better assist their children. The Psychiatric Social Worker and Bilingual Counselor facilitate these sessions. School wide fairs and workshops are held in the afternoons, evenings, and weekends to promote parent participation (e.g., Science Fairs, College Fairs, Financial Aid Workshops, Citizenship Workshops). Parents also attend special programs such as Honor Roll Receptions, Senior Awards Night, and Academy/CIP events that recognize student success and achievement.

## **BUSINESS/COMPUTER EDUCATION DEPARTMENT**

The committee recommended:

- 1. The teachers establish an advisory committee with representatives from the community, business, industry, students, parents and post-secondary agencies for consultation in the design, development, operation, evaluation and support of programs in the department to provide students with programs that are current, relevant and based on standards acceptable to employers.(School Report, business/Computers Education, p.6; CDE Criterion; Career- Vocational Education; CDE Draft Quality Criteria for Program Improvement and Certification; Community, Business, and Industry Involvement)**

Although an advisory committee has not been formed, outside agencies and community coalitions have been consulted concerning the development of the school's business-oriented CIPs. A Track's e.BAM and B Track's Business Tech have been conceptualized and created with teacher and student feedback. The new CIPs will work with post-secondary agencies and private industry so that students will participate in internships, mentorships, or job shadowing experiences in their senior year. SCANS Workplace Competencies are an evaluation measure that will be included in all CIPs.

2. **The school administration and teachers establish procedures to evaluate the department's programs regularly and to assess their suitability and effectiveness in order to determine if students are being provided current, relevant and effective instructional programs. (WASC Criteria: curricular Program; CDE Criterion: Career-Vocational Education; CDE Draft Quality Program Improvement and Certification: Program Accountability and Planning)**

Departments meet monthly to review and discuss issues relating to the instructional program. The new CIPs introduce measures of accountability because they are smaller and have clearly stated goals.

3. **The SSLC, school administration and district administration work to prioritize funding to upgrade existing technology with computers and word processing software to provide students with current instruction and skills employed in business/industry. (School Report, Business/Computer Education, p. 12; WASC Criteria: Curricular Program; CDE Criterion: Career-Vocational Education; CDE Draft Quality Criteria for Program Improvement and Certification: Facilities, Equipment, and Materials)**

New computers have been installed in Rooms 308, 309, 130, and 235. These computers are programmed with Windows '95 and will be updated with MS Office 97. At this time, the computers in Room 235 have been completely updated with Microsoft (MS) Office '97.

4. **The teachers develop and implement more programs and/or projects that integrate reading and working skills to reinforce student learning. (School Report, Business/Computer Education, p. 14; CDE Criteria: Career-Vocational Education Integrated Skills; CDE Draft Quality Criteria for Program Improvement and Certification: Curriculum and Instruction)**

Students in Business/Computer classes produce projects that require desktop publishing, word processing, and graphic design skills. These skills are highly marketable and can lead to future employment. B Track's Business-Tech CIP and A Track's e.BAM CIP have created grade level interdisciplinary projects that integrate reading, writing, computing, and computational skills.

5. **The site administration and counselors ensure that business courses are taken in their correct sequence to promote student success and skill acquisition. (School Report, Business/Computer Education, pp. 6, 11, 15; CDE Criterion Vocational Education)**

Business/computer classes are limited to computer and/or computer-type classes that do not require two semesters. Thus, class sequencing is insignificant at this time.

## **DRIVER'S EDUCATION DEPARTMENT**

The Committee Recommended:

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

Jefferson HS no longer offers a Driver's Education program. Throughout LAUSD limited resources have virtually eliminated Driver's Education in schools.

## **ENGLISH DEPARTMENT**

The Committee recommended:

- 1. The school administration and staff seek to provide each track course offerings in speech, drama, and journalism to provide students a broader curriculum to better prepare them for post graduation. (School Report, English pp. 1,2,16; Action plan pp. 26, 28, 29; Conference with English Department)**

The English department now offers Journalism and Drama as elective on tracks A, B and C. Drama is offered on A and B Tracks and Journalism is offered on C track. To date, speech is not offered.

- 2. The district and school administration, Resource Committee, and staff investigate ways to provide capital outlay purchases and a "renovation" project to provide for a classroom computer lab and a sound system for the theater area to enhance student learning. (School Report, English, pp. 1, 2, 7, 13, 14; Action Plan pp. 27, 28; WASC Criterion: School Plan; Observation of Facilities)**

Plans continue for creating classroom computer labs. A Computer Project Room for class and individual student use was opened in the 1999-2000 school year. The Digital High School Grant calls for classroom clusters where one room will service three or four classrooms. Under this configuration, one room, the Computer Mini Lab, will be equipped with 6-12 computers. The teachers in the four to five "linked" rooms will swap rooms when a class needs access to the Computer Mini Lab. Teachers are supplied with classroom computers if they have passed a basic computer competency test. The school purchased a portable theater sound system in addition to completely renovating the auditorium. Jefferson HS's newly renovated auditorium is equipped with new curtains, a new lighting system, a new sound system, and refurbished seating.

## **ENGLISH AS A SECOND LANGUAGE DEPARTMENT**

The Committee recommended:

- 1. The school administration and staff review the effectiveness of current policy and practice relating to placement and exit criteria of ESL students to ensure that students are enrolled in the most appropriate learning program. (School Report, English as a Second Language, pp.13, 16, 20; Conferences with Staff; CDE Criterion: English as a Second Language - Evaluation and Assessment)**

The school administration and ESL staff have reviewed the effectiveness of placement and exit criteria for ESL students. After reviewing student performance data and ELD standards, the department decided that more comprehensive exit procedures were necessary. Exit criteria and corresponding exams were created for each ESL level. These exit criteria were field tested, but proved to be too extensive for practical daily use. Thus, department



exams were not implemented and the department still uses the LAUSD LAS Test for placement and program exit.

Proposition 209 has mandated early exit ESL programs with one year of English Immersion. Unless students' parents request waivers, Jefferson HS's ESL Program follows the guidelines specified in Proposition 209.

- 2. The school administration and staff evaluate current policies and practices relating to the placement of ESL students into GATE (Gifted and Talented Education) and Special Education Programs to ensure that all students have equitable access to all school programs. (School Report, English as a Second Language pp. 18-19; CDE Criterion: Special Needs)**

Administration and department staff reviewed the policies relating to the placement of ESL students in special education programs. GATE procedures for ESL students are the same as GATE procedures for English Only (EO) or Limited English Proficient (LEP) students. Students are referred to the GATE Program by teacher recommendation. The GATE Coordinator then reviews the students' cumulative records and/or portfolio to see if the student qualifies for special services. There is a referral process for Special Education services. When new or individual cases of special needs arise, the bilingual counselor refers them to the school psychologist or LAT or SST. Beginning in the school year 2000-2001, ESL 3 / 4 students will be included in one CIP per track.

- 3. The school administration and staff investigate alternate evaluation and grading systems which are consistent with the educational experience and the learning theory related to second language learners and which maintain rigor in the curriculum in order to improve and sustain student achievement. (School Report, Appendices G-2; DCE Criteria: Improvement Processes, Culture of the School, Special Needs)**

The ESL Department has investigated alternate evaluation and grading systems to improve and sustain academic achievement. An increasing number of department members use rubrics to evaluate student work. Some department members use a one year or semester portfolio. Criteria have been developed for implementation of a LAUSD compliant portfolio system; however, the department is discussing possible changes to our criteria because of the propagation of California's new ELD standards. The department is working to incorporate English Language Arts and California ELD standards into daily instruction, evaluation, and assessment.

- 4. The ESL staff emphasize the use of diverse instructional strategies, such as total Physical response, audiovisual presentations, and cooperative learning, in order to engage students in active learning and promote interaction with others. (Classroom Observations; WASC Criterion: Curricular Programs; CDE Criterion: English as a Second Language: Instruction)**

Department members use diverse methodologies to engage students in learning. Teachers use realia, audiovisual equipment, and cooperative groups. Total Physical Response is used in ESL 1 / 2 and eclectic methodologies are used in ESL 3 / 4. Oral presentations and group work allow students to strengthen their speaking skills. ESL 3 / 4 students use the Accelerated Reader program.

5. **The school administration and ESL staff seek ways to expand the use of computer technology to improve the repertoire of instructional strategies possible for teachers and learning options for students. (Classroom Observations; Conference with staff; WASC Criterion: Curricular Programs; CDE Criterion: English as a Second Language-Content)**

The faculty currently uses computer technology for instruction. Alphasmart and DreamWriter portable word processors are available to staff for use with their students. The Department plans to purchase more portable word processors in the future.

The Accelerated Reader (AR) program involves reading grade level books in English. A computerized reading test is administered upon completion of a book. This program tests reading comprehension and vocabulary recognition skills. Two teachers have an AR computer available for students in their rooms. Other students use the bank of computers in the library.

Implementation of a Digital High School Grant and Proposition BB money is making a significant impact on the technology infrastructure of the school. Coaxial cabling has been installed throughout the school and plans call for a computer in every classroom. The ESL Department has a departmental plan for the Digital High School Grant. All department teachers recognize their need for training in use of computer technology. Some software has been ordered in anticipation of the new Digital High School computers.

## **FOREIGN LANGUAGE DEPARTMENT**

The Committee recommended:

1. **The school administration seek ways to provide current textbooks and audiovisual materials to all students to assure effective implementation of curricular programs. (School Report, Foreign Language, pp. 4, 5, 7, 9; WASC Criteria: Curricular Programs, Finance)**

Our teachers use a variety of texts and supplemental materials to assure effective implementation of the foreign language curriculum. Since the recommendations were submitted, the Foreign Language Department has bought new and appropriate textbooks for the different levels of Spanish and French. In addition, the Budget Committee and GATE and Bilingual Programs have allotted special allocations to help students obtain necessary supplemental books and materials.

2. **The school administration and staff seek ways to enhance opportunities for department communication and interaction to allow for planning, and coordination of curricular programs. (School Report, Foreign Language, pp. 5, 9; WASC Criterion: Organization; CDE Criterion: Improvement Processes)**

Since 1995, the Foreign Language Department has had many opportunities to plan and coordinate curricular programs. The role of Department Chairperson is rotated among department faculty. Thus, each faculty member gains leadership experience and gains insight into the procedures that affect the department. The Foreign Language Department meets twice a month to discuss department business: guidelines, prerequisite courses, students' academic background and progress, faculty recommendations, and other departmental issues that influence the curriculum. These semi-monthly meetings increase communication and

interaction among faculty members. Department members on each track keep each other informed of the lessons being taught in their classes. The Foreign Language Department has kept up-to-date in new standards and materials through workshops and on line communications. Our department is always searching for different ways to improve student learning.

- 3. The school administration and staff review foreign language course offerings to ensure that students are provided with the most challenging curriculum and to provide access to interested students. (School Report, Foreign Language, p. 9, Conference with Staff; WASC Criterion: Curricular Program)**

For the past five years, the Foreign Language staff has been reviewing and implementing new curricular standards and strategies. Present practices are also being reviewed. Department members have reached consensus about the usefulness of the current textbook and supplemental education resources. AP Spanish Literature and French are the new courses that have been added to provide students with access to a challenging, college-preparatory curriculum.

## **HEALTH DEPARTMENT**

The Committee recommended:

- 1. The school administration, Budget Committee, and staff evaluate the existing instructional material available to the health department staff and develop plans to allocate enough funds to modernize and up-date the materials and textbooks. (School Report, Health, pp. 7, 13, 16; Conference with Health Department)**

The Health Department has used allocated funds to improve its instructional materials.

- 2. The department developed a course outline that includes a time-line for required units, speakers, and use of equipment. This outline would insure that all important units are given adequate instructional time by all department teachers. (School Report, Health, p. 15; Conference with Health Department)**

The Health Department uses the timeline set-forth by LAUSD Guidelines for Instruction. Individual teachers coordinate speakers and equipment.

- 3. The site administration and Health Department staff work to form stronger communication with area health facilities and develop career opportunity programs such as job shadowing, internships, and apprenticeships. (School Report, Health, p. 11; CDE Criterion: Vocational Curriculum)**

In the 2000-2001 school year, the school reorganized into nine CIP. Three of these CIPs focus on providing health, educational, legal, and social services in urban areas: Urban Community and Cultural Studies (C Track), Urban Action (A Track), and Social Justice (A Track). According to the school's restructuring plans, these CIPs will create job shadowing, internship, and apprenticeship opportunities for their students. We are currently in the process of building partnerships with the South Central Health Care Consortium, Habitat for Humanity, La Nino, Public Counsel, and MALDEF.

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

Jefferson HS's Digital High School (DHS) Plan outlines a fully digital high school by the close of the 2001-2002 school year. All classrooms will be wired for Internet and Cable TV; most classrooms will have computers. Health teachers who are certified in computer use will receive a computer for their classrooms. Although the DHS Plan provides for hardware and training, the Health Department will be responsible for purchasing software, laser disks, and classroom computer furniture. IMA money has been set aside for these purchases. Televisions are available through the Bilingual Office. Specialized health videos are purchased with the Department's instructional materials funds.

## **HISTORY/SOCIAL STUDIES DEPARTMENT**

The Committee recommended:

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

The administration has identified 10 classrooms as Social Studies classrooms. Each classroom is equipped with a poster of the state and district standards, a class set of dictionaries, pull down maps, and a class set of world atlases. Three teachers rotate through two classrooms. In addition, the administration has designated a room for the Social Studies Office. All additional shared materials are kept there.

2. **The Social Science Department and administration seek to reestablish effective communication and articulation with corresponding faculty members of feeder schools, in order to ensure that the content and instructional strategies used at each level will complement and reinforce those used at the other. (School Report, History/Social Science, p. 10; WASC Criterion: Curricular Program)**

Jefferson HS met with their feeder school several times to discuss content and instructional strategies. The Jefferson Cluster organized these meetings.

3. **The Social Science and Special Education Department develop a procedure to provide information about mainstreaming of students earlier in the semester so that special needs can be addressed in a more timely manner. (School Report, History/Social Science, p. 26; Conference with Social Studies Department; CDE Criterion: Special Needs)**

After holding joint discussions, both departments agreed on the following plan. Within the first 2-weeks of school, Special Education teachers will send questionnaires about mainstreamed students to Social Studies teachers. This procedure will allow Social Studies teachers to identify their Special Education students. The Special Education Department also

agreed to inform Social Studies teachers of their students' IEP meetings so they have the option to attend.

## **HOME ECONOMICS DEPARTMENT**

The committee recommended:

- 1. The district, site administration and the teachers work with available resources and/or attempt to procure additional resources to provide students with the opportunity to work with equipment and materials comparable to that found in business and industry. (School Report, Home Economics; Conference with Home Economics Department)**

The Department has utilized available funds and budgets to purchase modern equipment and updated materials. The Digital High School (DHS) Grant and Proposition BB are currently wiring department classrooms with telecommunication cables. The DHS Grant also has provisions for hardware purchases and staff training. Between 1995 and 2000, the Food Preparation Program purchased two new stoves and a refrigerator. In 1997 and 1999, District Literacy Funds were used to purchase books and visual aids. During this same time period, the Cosmetology Program used Perkins Funds to acquire two new computers, software, and a storage cabinet. The Apparel Skills Program used Perkins Funds to purchase three new machines comparable to those found in Business and Industry. The Apparel Skills Program was canceled in July 2000 because the teacher retired. No clothing teachers were available to continue the classes.

- 2. The SSLC and the district maintenance division continue to allocate resources that will enable the department to function in up-to-date secure facilities, with adequate storage available to enable students to meet their instructional objectives. (School Report, Home Economics, pp. 5, 7; Conference with Home Economics Department)**

Resources have been allocated to secure facilities and provide adequate storage. In the Foods Lab, the TV, VCR, refrigerator, and many cabinets have been secured with locks. One new closet and a lockable freestanding cabinet have been installed in the Foods Lab. Windows have been secured with lock down bars. The Cosmetology Lab has received one cabinet for the adequate storage of student materials.

- 3. The department develop a relationship with Los Angeles Trade Technical Community College to establish a procedure for home economics students to access their programs upon graduation and continue training in advanced courses. (School Report, Home Economics p. 7; Conference with Home Economics Department)**

While department students are strongly encouraged to continue their training at Los Angeles Trade Tech Community College, direct articulation procedures have not been defined. All department teachers familiarize their students with Trade Tech's opportunities for advanced studies. Since WASC's 1995 visit, administration has visited Trade Tech's Chef Training Program in an effort to forge a stronger relationship with the college. In 1998, the Department Chairperson met with a LAUSD Home Economics Advisor to solicit ideas about program promotion and expansion. It was suggested that students increase their skills by attending Trade Tech and that the Food Preparation Program organizes luncheons and fund-raisers throughout the semester. Some of these suggestions have been followed.

## INDUSTRIAL ARTS DEPARTMENT

The Committee recommended:

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

While equipment and supplies continue to have delivery bottlenecks, the school has undergone a complete renovation of purchasing since our last evaluation. One person has direct responsibility for taking requisitions and shepherding them through the purchasing process of the district. In addition, the school has completely computerized the process to allow purchasers to track their ordered goods.

2. **The instructors and school administration pursue the establishment of a formal Business and Industry Advisory Committee to ensure that Industrial Arts Programs are current, relevant, and based on standards of quality acceptable to employers so students are provided knowledge and skills need for post-high school careers. (School Report, Industrial Arts/Technology p. 12; CDE Criteria: Career Vocation Education, Draft Quality Criteria for Program Improvement and Certification: Community, Business, and Industry Involvement)**

While many informal industry, business, and academic connections exist within the school, a formal Business and Industry Advisory Committee has not been created. Some efforts have been made toward this end, especially in the areas of construction technology, advertising, and graphic arts. These efforts include meeting with vendors or professors at Los Angeles Trade Tech Community College, Art Center, LA Furniture Collaborative, and Day West Trucking.

3. **The Special Education Staff and Instructors work to improve teacher notification about students with special needs in Industrial Arts programs to improve the teacher's ability to provide the best program and appropriate assistance. (School Report, Industrial Arts Technology, p. 21; CDE Criteria: Special Needs; Career Vocation Education Instructional Practices)**

Teachers within the Industrial Arts Department have attempted to work with members of the Special Education Department to ensure that students with special needs are adequately served. Instructors have adapted lessons, allowed extra time, and involved students in projects that allow them to use several modalities, share their strengths, and remediate their weaknesses. The retirement of two instructors in the Industrial Education Department and the rapid expansion of the Special Education Staff and student population have hampered these efforts.

4. **The instructors work with the school administration to identify possible solutions to safety and instructional concerns caused by increased class sizes in order to provide**

students the greatest opportunities for success in a safe environment. (School Report, Industrial Arts/Technology, p. 21; CDE Criteria: Special Needs, Instructional Practices.)

The staff and administration have made several attempts to relieve over crowding including opening a ninth grade wood working class and attempting to separate beginning and advanced classes. These efforts, however, have been subjected to the scheduling needs of students, failure rates, and requirements of the core classes.

- 5. The department teachers work with academic teachers to develop and implement more integrated programs that thematically link with academic core programs to provide students broader access to programs using these strategies. (School Report, Industrial Arts/ Technology, pp. 15, 17, 21; CDE Criteria: Integrated Skills; CDE Draft Quality Criteria for Program Improvement and Certification: Curriculum and Instruction)**

All teachers are linked to academic classes; however, students have not been scheduled to follow these links. Department teachers have taken a two-prong approach to this situation. First, teachers have attempted to structure their programs to reinforce the academic goals of the school. Secondly, teachers have attempted to work with academic teachers on joint projects so that, while students are not necessarily sharing teachers, teachers are sharing ideas, concepts, and, in some cases, projects.

- 6. The school administration and department chairperson work to improve communications among on-track and off-track teachers in the Industrial Arts Department in order to facilitate program improvement/coordination to benefit students. (School Report, Industrial Arts/Technology, p. 22; Conference with Industrial Arts Department)**

The department chairperson has phone numbers and existing e-mail addresses for all department members. During his time off, the department chairperson met with on-track members weekly and conversed with off track members at least twice. He also participated in hiring the newest department member.

## **MATHEMATICS DEPARTMENT**

The Committee recommended:

- 1. All Math Department staff develop and implement a plan to incorporate the use of authentic, Standard performance-based assessment practices and portfolios to appropriately measure student progress toward the achievement of clearly defined student learning outcomes in all course offerings. (School Report Mathematics, pp. 20, 21, 24; CDE Criteria: Mathematics, Instructional Practices)**

Math Department teachers currently use a combination of performance and traditional assessment practices. Three math department members have students complete performance-based activities with each unit. These teachers also have students complete term projects that include research, a written summary, and an oral presentation. Five math department members include a notebook portfolio as a component of each student's quarterly grade. Traditional assessment practices include having students work selected problems on the

overhead projector or chalkboard and explain their algebraic and computational processes for validation.

- 2. All members of the Mathematics Department participate in a comprehensive professional development plan to broaden the range of instructional methods used to facilitate student development of critical thinking, problem solving strategies and mathematical relationships. (School Report, Mathematics, p. 18 CDE Criteria mathematics, Instructional Practices.)**

The Math Department has been involved in comprehensive professional development to broaden the range of instructional methods. Over the past three years the majority of our staff have attended many regional and local math conferences sponsored by the National Council for the Teachers of Mathematics, California Math Council, and Los Angeles County Teachers of Math Association. The site administration has provided the Math Department with two professional development days each spring semester. These days are used to train teachers in methods and strategies that foster critical thinking and problem solving. Math Department teachers have attended several after school workshops provided by our textbook publisher to further help us broaden the range of instructional strategies to be used with our textbook. Math Department teachers routinely attend Saturday workshops related to the specific classes they teach. Los Angeles Unified School District, Los Angeles Science Initiative and Eisenhower National Clearinghouse provide Saturday workshops.

- 3. The Mathematics Department utilize a greater variety of instructional strategies such as use of manipulative, hands on activities and cooperative learning that will keep students actively engaged in learning. (School Report, Mathematics, p. 6; WASC Criterion: Curricular Program; CDE Criteria mathematics, Instructional Practices.)**

The Mathematics Department currently utilizes a greater variety of instructional strategies. At least twice a week, Math Department members structure classes around two-or four-student cooperative group activities using graphing calculators. Manipulatives, hands-on activities, and cooperative activities that are exploratory and open-ended are used to help students better understand the Integrated Math Program. Math Department members use video technology as an instructional delivery system for math content at all levels of our program.

- 4. The site administration and Math Department develop course offerings in technical and applied math to support the goals of the Perkins Academy in order to better meet the needs of the vocational students. (School Report, Mathematics, p. 8, 13; Conference with the Department; CDE Criterion: Mathematics)**

The Math Department and site administrators have worked to insure that applied and technical math content is included in our overall math program. Content issues related to the Perkins Program were considered when the department selected to move from a traditional math program to a progressive integrated one. Many technical and applied skills are embedded in the department's Integrated Math 1 and Integrated Math 2 courses. As a department, we individualize our program to include work for all levels of learners.

- 5. The district and site administration work to provide the Math Department staff with the training for the infusion of technology in the classroom such as laser disks,**



**computers and video technology to improve student learning. (School Report, Mathematics, p. 23; Observation of classrooms; CDE Criterion: Instruction Practices)**

The district, Los Angeles Science Initiative, and Eisenhower National Clearinghouse have provided the Math Department with training and support for the infusion of technology in the classroom. The school has enabled teachers to attend technology related conferences, workshops and district wide in-services by providing substitute release time and registration fees. Each spring, many Math Department teachers attend the Computer Using Educator (CUE) Conference for training and new ideas. Annually, the district sponsors a technology conference at the nearby University of Southern California. In addition to providing workshops and training, the district has provided classroom sets of math textbooks and calculators upon completion of workshops. For the past three years, the site administration has provided one day of staff development that focuses on technology, literacy, assessment, and academic achievement in core content areas. The site administration has also earmarked part of the general budget for the purchase of graphing calculators, computers, related hardware and software. In the 1999-2000 school year, Jefferson HS became a Digital High School. The state and district have provided funds for building a technology infrastructure, training all staff members, and purchasing hardware.

## **PHYSICAL EDUCATION DEPARTMENT**

The Committee recommended:

- 1. The school administration and staff work toward the employment of at least one physical education staff member or bilingual aide who is fluent in Spanish. This would improve communication between department members, students, and parents. (School Report, Physical Education, p. 1; Conference with Physical Education Department)**

The school administration and staff fulfilled this recommendation by hiring a bilingual staff member on track B. In addition, several staff members have the assistance of bilingual student service workers. Three members of our P.E. staff have increased their level of Spanish fluency.

- 2. The school administration and staff develop a plan that prioritizes the need for equipment repair and replacement and identifies a funding source that addresses the prioritized needs. (School Report, Physical Education, pp. 5-7; Conference with Physical Education Department; CDE Criterion; Physical Education)**

There has been no progress regarding the plan for equipment repair and replacement. The budget is basically the same. No new resources have been added. The methods of repair and replacement have not changed.

- 3. The school administration, staff, and students work together to minimize the problem of students not suiting up for gym classes and then trying to create behavioral and supervision problems. Possible solutions could include new course offerings, specialization by students, and alternative or independent physical education credits. (School Report, Physical Education, pp. 10-11, 13; Observation of classes; Conference with Physical Education Department)**

The staff has tried several solutions to address the problem of students not suiting up for P.E. These include: Intercession P.E classes., team teaching and reorganization of classes by sport, a greater choice of activities, and increased options such as step aerobics, square dance, tag football (coed), and tennis. We have increased our freshman orientation to include the school nurse, counselors, deans, and teachers. An after-school detention program helped motivate non-dressed students, however it severely impacted the Dean's Office with a large number of referrals. The problem of students not suiting up still needs the support and attention of the P.E. teachers and the school administration.

## **JROTC DEPARTMENT**

The Committee recommended:

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

The JROTC Department requisitioned needed primary language instructional materials from the U.S. Army Publications Distribution Center-St. Louis, Missouri, and the Defense Language Institute. New instructional materials are comprised of visual aids and reference materials sensitive to second language learners and appropriate to grade level .

## **SCIENCE DEPARTMENT**

The Committee recommended:

- 1. The school administration and the department work together to make honors and advanced level courses available on all three tracks to assure equal access for all students. (School Report, Science, pp. 7,13; CDE Criterion: Science)**

Physics, Honors Biology and Honors Chemistry are now offered on all three tracks. AP Biology is offered on B and C Tracks.

- 2. The district and site administration work to provide the science department with training and materials necessary for the infusion of technology such as graphing calculators, laser disks, computers, software, video technology and other technology based equipment in all science classrooms to better prepare students. (School Report, Science, pp. 4, 10; CDE Criterion: Science)**

Several teachers have attended training workshops. These workshops have included: a week long workshop on using graphing calculators in the classroom, Integrated Science workshops on Electrophoresis, graphing calculators, and using probeware to collect data, web site design workshop, a Target Science workshop on collecting data, using spreadsheets, and creating student reports in web page format. Two department members have conducted department technology in-services during lunch periods and after school. These workshops, especially geared for Integrated Science teachers, focused on using computers in the

classroom, setting up spreadsheets, organizing and producing science projects, using the electronic rollbook, and using probeware to collect data.

3. **The Science Department develop a plan to incorporate the use of authentic, performance-based assessment practices and portfolios to appropriately measure student progress toward the achievement of clearly defined student learning outcomes in all course offerings. (School Report, Science, p. 2; CDE Criterion: Science)**

The department has created standard activities and labs that can be used across tracks. At this time, the majority of the standardized projects are used in the Integrated Science program, but some common biology and chemistry projects have been created. Student portfolios are required now in year one and two of the Integrated Science program. The department is also working on ways to standardize student outcomes in all classes.

4. **The Site Administration and Science Department develop science course offerings in technical and applied science to support the goals of the Perkins Academy in order to better meet the needs of vocational students. (School Report, Science pp. 5, 21; Conference with the Department; CDE Criterion: Science)**

Although the department has instituted more advanced courses and initiated the Integrated Science courses, courses specifically aimed at meeting the needs of vocational students have not been adopted. However, many of the hands-on activities in the Integrated Science and Physics classes support vocational goals.

5. **The District and Site Administration support the Science Program by providing additional safety equipment (fire blankets and eye goggles or visors, for example) and instructional materials needed for safe, quality science instruction to all students. (School Report, Science pp. 4, 8, 17; CDE Criterion: Science; Classroom Observation)**

Additional fire blankets and goggles have been purchased so that they are available to all science teachers. New acid and base cabinets and a first-aid kit have also been purchased.

## **SPECIAL EDUCATION DEPARTMENT**

The Committee recommended:

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

**assessment process. (School Report, Special Education, pp. 13, 17; CDE Criterion: Evaluation)**

As a department we are focusing on the academic as well as the social abilities of our students. Over the last few semesters, the department has added some bilingual aides to help with the attainment of the student's ESL goals. This has also improved general communications and understanding in the classroom. In addition more culturally relevant material is being used when possible.

The 11th and 12th graders are being supported by service through the school's transition counselor, and are being introduced to the many opportunities available to them. An individual assessment procedure has been formulated to keep up with the needs of the student. The department has worked together to come up with a plan to better assess those students who don't show progress in the standard fashion. Portfolios have been discussed as well as various types of individual testing to better round out the teacher's view and assessment of the student. This is an area that is still being developed. We have agreed on some ideas but not others. As a department we feel that positive steps have been taken. Most importantly we have a full time staff at present and the students are responding to the various ideas we have come up with to make learning more enjoyable.

## **VISUAL AND PERFORMING ARTS DEPARTMENT**

The Committee recommended:

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

The Visual and Performing Art Department meets monthly and as needed to address issues of resource procurement. In 1998/99, Advanced Placement start up funds were used to purchase instructional materials and equipment for AP Studio Art classes. The District has made art a higher priority and has begun to provide special funding for equipment, supplies, and training. Over the past 6-years, purchases have included, but were not limited to, CD-ROMs, digital cameras, a scanner, books, computers, uniforms, and instruments. Proposition BB and the Digital High School Restructuring Grant have provided technological support via computers, Internet hook ups, and training. C Track's Film and Theater CIP has purchased additional cameras, digital editing equipment, and computers with Digital High School funds and private grants. Computers and advanced designing software have been procured for Graphic Design classes. As Jefferson HS continues developing CIPs, the Visual and Performing Arts Department will pursue additional resources to assure an optimal learning experience.

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

The school administration and staff review current program offerings to insure that interested students have access to visual and performing arts courses and advanced visual arts courses. In 1998/99, three Advanced Placement Studio Art classes were added, one on each

of the three tracks. A new film program with a range of classes including beginning and advanced film has been added on C Track. On A Track, a new art elective, Graphic Arts, has been added. Music courses, a marching band class, and a jazz ensemble group have been added to A Track. Through cross tracking, students on all tracks have access to the Band class.

## SELF-STUDY FINDINGS SUMMARY

**Expected Schoolwide Learning Result #2:** Thomas Jefferson High School will prepare its graduates to be effective users of language who:

- listen, read, write, and research critically and thoroughly
- speak appropriately, confidently, and effectively in formal and informal situations.

**Expected Schoolwide Learning Result #6:** Thomas Jefferson High School will prepare its graduates to be academically competent students who:

- demonstrate mastery of State and District Content Standards.

FINDINGS	EVIDENCE
<ul style="list-style-type: none"> <li>Jefferson HS students score well below the 50<sup>th</sup> percentile in all grades and all areas tested by the Stanford 9.</li> <li>African-American students are the lowest performing subgroup.</li> <li>Initially Fluent in English students post significantly higher reading scores.</li> <li>The number of students taking Advanced Placement (AP) tests as well as the number of students scoring 3 or higher has increased. The number of AP courses has increased.</li> <li>SAT and ACT statistics indicate scores below the national average on verbal and math portions.</li> <li>Since 1995 the number of Opportunity Transfers (OTs) has gone down due to LAUSD policy, but the percentage of OTs for African-American students has increased significantly.</li> <li>Gifted and Talented Education Program student enrollment indicates that African-American representation is low.</li> <li>Schoolwork is deemed as challenging and requiring students' best effort by 55% of students.</li> <li>According to 51% of students, teachers use methods that help students achieve the skills and knowledge expected of them.</li> <li>Homework helps improve learning according to 57% of students.</li> <li>Jefferson's educational program is termed high quality by 20% of students.</li> <li>Thirty of 60 Parent Advisory Committee (PAC) respondents believe reports concerning academic progress are adequate.</li> <li>Half of the PAC respondents agree that teachers communicate regularly.</li> <li>At least half of the PAC respondents are satisfied with the quality of instruction at Jefferson.</li> <li>Of the PAC respondents, 39% believe that students did not receive sufficient homework.</li> <li>Eighty-nine percent of teachers use a variety of strategies and learning activities to help students learn.</li> <li>Fifty-nine percent of teachers believe that our technology is not sufficient for their instruction.</li> </ul>	<p>Student/Community Profile</p>          <p>Student Survey</p>          <p>Parent Survey</p>          <p>Teacher Survey/ Focus Group Reports</p>

<ul style="list-style-type: none"> <li>• Eighty-one percent of teachers express that parents need to take a more active role in their students' education.</li> <li>• Jefferson HS offers many avenues for student intervention: tutoring, seventh period, intersession, Impact, etc.</li> <li>• The schoolwide community indicates that Digital High School needs full implementation.</li> <li>• Career Interest Paths need further development.</li> <li>• Students need to take a more active role in their education.</li> <li>• Student literacy is well below high school standards.</li> <li>• Schoolwide communication and collaboration needs continuing refinement</li> <li>• Partnerships with business and universities provide opportunities for our students.</li> <li>• Staff development continually emphasis standards based instruction and technology.</li> <li>• Core departments must consistently use assessment data to guide instruction.</li> </ul>	Focus Group Reports
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# **Vision, Leadership, and Culture**

## **Chapter IV**

“This picture kind of portrays vision as a goddess or muse. The woman is looking up towards a bright, intense future, which is what I envision for myself.”

Jerome Love, grade 12, e.BAM Career Interest Path



## **A. VISION, LEADERSHIP, AND CULTURE**

### **Facilitators**

Pam Bailey, Steve Contreras, LaNeica Kobelt, Johanna Wightman

### **Focus Group Members**

T. Askey – Health  
C. Brown – Home Economics  
C. Carbajal- Mathematics  
D. Clinton – Counselor  
G. Dalton – ESL/Special Education  
P. Doherty – ESL  
M. Elepano – Science  
A. Escandon – Social Science  
H. Espinoza – Spec. Education Aide  
M. Fente- Special Education  
L. Fidler – Art  
M. Gipson – Home Economics  
W. Graynom-Daly – Mathematics  
J. Guzman – Mathematics  
P. Hill – English  
J. Hughlett – Social Science  
G. Jackson – Plant Manager  
H. Johnson – Dean  
L. Moreno – Social Science  
M. Nichols – Office Assistant  
C. Ossorio – Foreign Language  
M. Parada – Counselor  
L. Raigoza – Office Assistant  
E. Riser – English  
C. Rios – Foreign Language  
L. St. John – Physical Education  
P. Smith – Office Assistant  
B. Sweet – English  
R. Swihart – Mathematics  
R. Wright – Mathematics  
N. Molina – Student (Track A)  
Y. Almanza – Student (Track C)  
H. Maldonado – Student (Track A)

### **Administrator**

Virginia Preciado, Principal

## A. VISION, LEADERSHIP, AND CULTURE

**PROCESS AND STRUCTURE:** All Thomas Jefferson High School faculty and staff were divided into five accreditation focus groups. Representatives from each discipline, classified staff, students, and parents made up the working groups. The accreditation focus groups began their self-study by reviewing the School Vision/Philosophy, Principles, and the Expected Schoolwide Learning Results (ESLRs) that were developed in spring 2000. Once we outlined what we as a school expected for our students, a series of questions and opportunities for dialogue helped us to evaluate what goes on in our school that would determine whether we are reaching our expectations. The Vision, Leadership, and Culture (VLC) Focus Group began by discussing our tasks and the findings compiled and examined in our home groups in spring 2000. In some cases, home groups had administered student performance tasks and formed assessment groups to determine specific student outcomes. The VLC Focus Group broke up into smaller subgroups to begin an analysis of both student test data and student work. Individuals from the smaller subgroups were assigned tasks to seek evidence that supported our findings. We also discussed information gathered during our focus walks (classroom visitations) on Pupil Free Days. In following meetings, the VLC Focus Group began to identify strengths and weaknesses in relation to what we expected for students. Again, individuals formed smaller subgroups with assigned tasks to evaluate evidence validating our strengths and weaknesses. These smaller subgroups reported their findings to the VLC Focus Group. Our formal and informal meetings resulted in a review of student test data, student outcomes on performance assessments, and schoolwide surveys. This review became the basis of the VLC Focus Group Report.

FINDINGS	EVIDENCE
<p><b>VLC-A1: To what extent does the school have a clearly stated vision based upon its beliefs, student needs, and current educational research?</b></p> <p>Jefferson HS's Vision/Philosophy and Principles document and governance structure flow chart were created 11 years ago when we developed a plan to become a School Based Management (SBM) site. At that time, the entire school community helped to create a vision and site governance structure that allowed for collaboration and input from all stakeholders. Since its inception, our SBM Plan has undergone two major revisions, the latest of which was conducted in the 1998-1999 school year. Both times, the school community came together to refine the vision and principles to which we are committed.</p> <p>Our School Vision/Philosophy reflects our beliefs, student needs, and current educational research. Jefferson's written vision is a student-centered document that emphasizes academic achievement, physical and emotional wellness, character development, democratic participation, development of critical faculties, and self-understanding. We attempt to instill these principles and key knowledge by striving to create a safe and pleasant learning environment earmarked by a rigorous curriculum and collaboration among all stakeholders.</p> <p>The entire school community revisited our core beliefs in spring 2000 when we created our ESLRs for the Focus on Learning Self Study Process. The beliefs embodied in our School Vision/Philosophy correlate directly with</p>	<p>School Vision/Philosophy and Principles document</p> <p>Governance structure flow chart</p> <p>School Based Management Plan</p> <p>ESLR meeting agendas and minutes</p> <p>Goals 2000 Committee agendas and minutes</p> <p>Educational</p>

<p>the ESLRs, which emphasize technological proficiency, effective language use, critical thinking, life-long learning, social responsibility, and academic competency.</p> <p>During the 1998-1999 school year, the School Site Leadership Council (SSLC) formed the Goals 2000 Committee to address improving student achievement and motivation. After examining students' personal and academic needs, the Goals 2000 Committee created a restructuring plan to divide the school into nine smaller learning communities, three per track. These learning communities, or Career Interest Paths (CIPs), are designed to personalize instruction and provide students with additional support to achieve their career and educational goals.</p> <p>The CIP restructuring has presented many difficulties including, but not limited to, faculty buy in and active participation, instructional/curricular approaches, and student scheduling. Although the educational research shows that smaller learning communities, interest-driven curricula, and personalized instruction help students achieve ESLRs, finding ways to fully implement the CIPs is an acknowledged challenge.</p> <p>The findings in this section suggest two areas for improvement. First, we must explore ways to involve more faculty members in decisions and activities, as well as to increase teacher collaboration and schoolwide communication regarding our restructuring plan. Second, we must fully implement the CIPs according to our Vision/Philosophy.</p>	<p>research</p> <p>CIP organizational plan</p>
<p><b>VLC-A1: To what extent is the vision supported by the governing board and the central administration?</b></p> <p>Jefferson HS's vision and ESLRs are supported by our site governance structure, Local District H, and the Los Angeles Unified School District's (LAUSD) central administration. Our governance structure consists of the SSLC and its five standing committees, which participate in the decision-making process and share responsibility for student learning: Budget, Curriculum and Instruction, Human Relations, Support, and Student Life Committees. The SSLC's membership represents all of our educational stakeholders, including administrators, teachers, counselors, parent/community representatives, students, and school support staff. Although all branches of our school governance and school programs focus on creating opportunities for all students to achieve the ESLRs, active faculty participation continues to be limited.</p> <p>LAUSD's reorganization into mini-Districts was developed so that all services could be more closely aligned with each school site's efforts to raise student achievement. Local District H is committed to building staff capacity in standards-based instruction, literacy and technology, and has plans to involve all schools in America's Choice, a restructuring model for schools.</p> <p>Our vision is also supported by our district's central administration. The district Office of School Reform and the University of California-Los Angeles (UCLA) Advanced School of Management have been instrumental in supporting our school reform process. Both agencies have provided</p>	<p>Local District H training agendas and memos</p> <p>SSLC standing committee rosters</p> <p>LAUSD reorganization documents</p> <p>America's Choice program</p> <p>Office of School Reform and UCLA Advanced School of Management Training Program agendas</p>

<p>training in areas such as effective learning practices and equity and access for all students. Their participation has allowed us to critically reflect on how we deliver instruction.</p>	
<p><b>VLC-A1: To what extent is the school's purpose defined by ESLRs?</b></p> <p>Our ESLRs reflect our school purpose and vision. Raising student achievement, providing standards-based instruction, improving literacy, and expanding technology are our primary goals. The total school community was involved in the development of our six ESLRs. ESLRs 2 and 6 were targeted for special attention during the 2000-2001 school year.</p> <p>Our posted ESLRs and LAUSD/state standards are designed to align with the curriculum. Although our academic achievement results do not yet match our goals, our ESLRs are intended to improve the school's curricular program and improve student achievement. Professional development that helps teachers better accomplish this is ongoing.</p> <p>The findings in this section suggest one area for improvement. Our achievement results should align with our ESLR/grade level standards.</p>	<p>ESLR posters</p> <p>LAUSD/state standards handbooks</p>
<p><b>VLC-A2: To what extent does the school leadership make decisions and initiate activities that focus on all students achieving the expected school wide learning results?</b></p> <p>All major school policies, decisions, and activities that guide student achievement are brought to the SSLC for discussion and approval. The SSLC and its five governance committees are committed to making decisions that help the campus focus on all students achieving the ESLRs.</p> <p>The school leadership promotes a variety of activities to encourage students' active participation in achieving the ESLRs. Some of these activities are sponsored directly by the SSLC and school administration. Supported by the school leadership, teachers and CIP members sponsor other activities.</p> <ul style="list-style-type: none"> <li>• With some exceptions, all 9<sup>th</sup> grade students are scheduled into one semester of computers and one semester of literacy and life skills courses. (ESLRs 1, 2, and 4)</li> <li>• The Digital High School Grant provides for software, hardware, and teacher training to improve schoolwide use of technology. (ESLR 1)</li> <li>• The CIPs use field trips, after school clubs, service learning, interdisciplinary instruction, student exhibitions, and cross-curricular projects to help students achieve the ESLRs. (ESLRs 2, 3, 5, 6)</li> <li>• Student clubs and organizations supplement classroom learning and encourage students to explore their interests. Club meetings act as forums where students learn to speak confidently and effectively to their peers, club advisors, and participating community members. (ESLRs 2,3,4,5)</li> <li>• Campus beautification projects teach the value of civic responsibility and community service. (ESLRs 3, 5)</li> <li>• Organized schoolwide science, college, and health fairs stimulate student interest in life long learning, social responsibility, and academic</li> </ul>	<p>Master schedule</p> <p>Digital High School Grant abstract</p> <p>School clubs list</p> <p>Campus beautification meetings minutes and actual projects</p> <p>Science, college, and health fairs fliers and school calendar notations</p> <p>Schedule of visiting guest speakers</p> <p>Honor Roll reception programs</p> <p>Accelerated Reader</p>

<p>achievement. (ESLRs 4, 5, 6)</p> <ul style="list-style-type: none"> <li>• Visiting guest speakers from private industry, colleges, and the military expose students to real world experts, providing opportunities to formulate realistic career and educational plans. (ESLRs 2, 4)</li> <li>• The school's administration sponsors Attendance, Honor Roll, and Awards Assemblies that encourage positive behaviors and recognize student achievement. (ESLRs 5, 6)</li> <li>• The school leadership, with assistance from LAUSD's Testing and Evaluation Unit, selected to use the Accelerated Reader Program in English 9 and English as a Second Language 3 /4 to provide students with intensive reading practice. This decision was made in order to address low levels of student literacy in the ninth grade.</li> <li>• Both teachers and students participate in ninth grade student orientation activities during which administrators, teachers, deans, counselors, the college counselor, and coaches discuss the school community's expectations for academic and personal excellence.</li> <li>• The school leadership has funded and supervised an after school tutorial program for the past five years. Student sign-in sheets indicate that an average of 16 students participate per session. This data demonstrates that a very small percentage of low achieving students utilize the school's existing tutorial program. Students need to accept more responsibility for their low achievement and actively utilize the tutoring programs provided.</li> <li>• Curriculum and Instruction Committee enacted the Academic Probation policy to target low achieving students for mentoring and academic monitoring. This additional assistance is aimed at helping low performing students achieve the ESLRs.</li> <li>• Student planners and Student Rights and Responsibilities handbooks are issued to all students. Both feature information about district guidelines, school rules, student rights and personal responsibilities.</li> </ul> <p>Although the school leadership promotes ESLR activities, our students do not readily recognize the link between the ESLRs, standards, and school activities.</p> <p>The findings in this section suggest three areas for improvement. We must increase students' responsibility for their learning, and we must encourage students to utilize existing support programs and opportunities to extend their learning. School administrators and staff also need to clearly delineate the link between school activities and the ESLRs.</p>	<p>program print-outs</p> <p>Ninth grade orientation activities agendas</p> <p>Tutoring logs</p> <p>Academic Probation reports</p> <p>Student Planners</p> <p>Student Rights and Responsibilities Handbook</p>
<p><b>VLC-A2: To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?</b></p> <p>Our leadership sets policies, makes decisions, and initiates activities that empower all stakeholders to participate and share responsibility for student learning. School wide collaboration is critical to the creation of a school culture that supports all students' achievement of the ESLRs.</p> <ul style="list-style-type: none"> <li>• STAFF: The school leadership uses faculty/departmental meetings, in-</li> </ul>	<p>Faculty meeting agendas</p> <p>In-service agendas</p> <p>CIP retreat agenda</p>

<p>services, retreats, training, and the CIPs to collaborate with one another and participate in activities that address improved student learning and advance student achievement of the ESLRs.</p> <p>Formal and informal meetings provide teachers with multiple opportunities to collaborate with their peers. Department, CIP, faculty, and committee meetings allocate time for teachers to share effective strategies that assist students, as well as to discuss instructional, curricular, and school practices. School leadership uses contractual after school time, Pupil Free Days, Buy Back Days, and Minimum Days for in services that provide teachers with time to network and share effective strategies. Teachers also participate in Student Success Team (SST) and Individual Educational Plan (IEP) meetings, during which they collaborate with parents, counselors, and students to devise plans to increase student success.</p> <p>In the 2000-2001 school year, the school leadership, in collaboration with UCLA School of Management and the Coalition of Essential Schools, held an off-campus retreat to help stakeholders further refine their CIP visions and implementation plans for creating an environment where all students are encouraged to achieve the ESLRs. Currently, CIPs are involved with the ongoing work of creating and implementing common intervention, discipline, and instructional strategies.</p> <p>The school leadership uses memos, bulletins, public address announcements, telephone calls, school mailers, e-mail, and the school newspaper to encourage internal communication among all stakeholders. Despite these schoolwide efforts, the spring 2000 teacher survey indicates that effective communication continues to be a problem.</p> <p>Although Jefferson teachers are united in their desire to provide a quality education to all students, the year round, multi-track calendar makes it difficult for them to collaborate in ways that result in sustained student academic achievement. For example, core departments are spread across three tracks so that at any given time one-third of the faculty is on vacation. The fragmentation introduced by the year round calendar exacerbates consistent communication. The continued need exists to provide opportunities for greater teacher collaboration and involvement. This will improve school morale and create a stronger learning community committed to student achievement of the ESLRs.</p> <p>The findings in this section suggest two areas for improvement. First, we need to explore additional ways to involve the faculty in decisions and activities, and to increase teacher collaboration and communication. Second, we need to improve campus communication within the constraints of the year-round calendar.</p> <ul style="list-style-type: none"> <li>• <b>STUDENTS:</b> School policies, learning opportunities, instructional strategies, and organizational structures encourage students to take responsibility for their learning.</li> </ul> <p>The Academic Probation policy identifies students, earmarks them for counseling and tutoring, and encourages their enrollment in an auxiliary</p>	<p>and minutes</p> <p>Pupil Free, Buy Back, and Minimum Day agendas</p> <p>SST and IEP logs</p> <p>Speedometer</p> <p>School newspaper</p> <p>Teacher survey results</p> <p>Master schedule</p> <p>College Center fliers and calendars</p> <p>Student Life meeting agendas</p> <p>PAC and BAC attendance sheets</p> <p>PAC training agendas</p>
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seventh period, intersession, or Adult School. Jefferson's D-Track Trade Tech Program also is available to students who fall behind in earning graduation credits and want to attend classes on a college campus. The Senior Attendance Policy requires that students maintain good attendance in their senior year to serve as role models to other students.

Students are informed of enrichment or advanced learning opportunities at local community colleges and Regional Occupational Centers, as well as through the school's Advanced Placement program and on-site college classes. Work-study credits and summer youth employment programs are other examples of ways students can take responsibility for their personal and academic learning.

Teachers use many strategies to empower students to direct their academic progress. Teachers are encouraged to share on-going progress and test results data with their students to aid them to take personal responsibility for their learning.

The school leadership empowers students by including them in the decision making process. Student representatives at SSLC and Student Life Committee meetings allow students to bring their issues and concerns to the school administration. Although these avenues for involvement exist, they are not optimized. Student Life Committee Meetings are often poorly attended and student representation on the SSLC is inconsistent.

Although the school leadership encourages students to take responsibility for their learning, students need to accept more responsibility for their academic failure. Chronic failure indicates that low achieving students need to assert more control over their education.

These findings in this section suggest two areas for improvement. Students need to accept more responsibility for their learning. Additionally, the school needs to create additional strategies to motivate chronic underachievers.

- **PARENTS:** Parent training and ongoing school meetings empower parents to become partners in their children's achievement of the ESLRs. The Title I and Bilingual Programs have provided Jefferson HS parents with training in the following areas: leadership, student advocacy, meeting procedures, literacy, and parenting. The Parent Advisory Council (PAC) and Bilingual Advisory Council (BAC) operate as monthly forums where parents obtain important information pertaining to student achievement, LAUSD standards, ESLRs, Stanford 9, and the Academic Placement Index. Parents use parent-teacher conferences as a way to gain more information about their child's performance and behavior. Parents also play an important role at IEP and SST meetings where parents are encouraged to participate in the development of the student's educational program.

Low parental involvement at Back to School Nights, Parent Teacher Conference Night, PAC and BAC meetings, Honor Roll receptions, and annual awards and recognition assemblies indicate a need to increase parent outreach efforts. Student accomplishment of the ESLRs will be

<p>improved with greater parental involvement and support.</p> <p>The findings in this section suggest one area for improvement. We must increase parental involvement and awareness of standards.</p>	
<p><b>VLC-A3: To what extent is the staff supported, utilized, and monitored to facilitate student achievement of expected school wide learning results?</b></p> <p>Jefferson HS staff is provided with a variety of support and strategies to assist in helping our students achieve the ESLRs. ESLRs 1, 2, and 6 correspond directly with our professional development focus areas: technology, literacy, and standards-based instruction. Our professional development program aims to improve student achievement by helping teachers gain or refine strategies that enable all students to be successful in a rigorous and challenging college-bound curriculum.</p> <ul style="list-style-type: none"> <li>• All teachers have the opportunity to attend three paid professional development days. These days are optional and only 50 percent of our teachers select to participate. Buy Back Day agendas are focused on standards-based instruction, literacy, and technology.</li> <li>• Teachers attend off-site conferences and workshops that advance the school's four professional development focus areas. Off-site conferences are accessible to all and are advertised through professional development flyers, the Speedometer bulletin announcements, and Jefferson HS's professional development notebook, as well as faculty, department and new teacher meetings. Consistent dissemination of material learned at conferences is limited to informal procedures, as is evaluation of instructional benefits in the classroom of conference attendance.</li> <li>• Opportunities are provided for collaborative groups of teachers to meet formally or informally to assess student work and implement vertical and horizontal teaming. Different teams of teachers meet informally to evaluate student work, collaborate on joint assessments, and discuss instructional and pedagogical approaches. Although opportunities are provided, department and individual teams do not use them to optimum capacity due to time constraints and inadequate promotion.</li> <li>• Formal and informal types of mentoring are available at Jefferson HS. The school has two on-site mentors who are assigned to work with new teachers. In addition, university mentors work with teachers who are enrolled in teacher credentialing programs. An attempt to introduce Peer Coaching as a formal support program failed in 1997. Although seven pairs of teachers were trained, the program was not fully implemented.</li> <li>• Administrators are primarily responsible for staff monitoring and evaluation. Each administrator is assigned different departments to supervise as part of his or her instructional responsibilities. They initiate meetings with teachers who are to be evaluated, conduct classroom observations, and facilitate follow up conferences to offer guidance and assistance. They emphasize the importance of planning an instructional program that focuses on student achievement of the ESLRs.</li> </ul>	<p>Buy Back Day agendas and sign-in sheets</p> <p>Conference and workshop memos</p> <p>Interdisciplinary lesson plans</p> <p>Mentor teacher logs</p> <p>Administrative department assignments rosters</p> <p>Stall meetings, observations, and follow-up logs</p>



<p>Unfortunately, monitoring is often sporadic and does not lend itself to meaningful professional growth and adequate conferencing.</p>	
<p>The findings in this section suggest two areas for improvement. First, we must better utilize professional development opportunities. Second, staff monitoring is sporadic and does not lend itself to professional growth.</p>	
<p><b>VLC-A3: To what extent are leadership and staff a part of an organized structure committed to professional development?</b></p>	<p>Professional Development plan and notebook</p>
<p>An organized professional development structure confirms the school's commitment to teachers and students. Jefferson HS's Professional Development Committee is a subcommittee of teachers and administrators from the Curriculum and Instruction Committee. School leadership provides a class period out for the Professional Development Coordinator to manage the committee's business. Our failure to maintain an active, consistent committee membership continues to be an area of concern. At present the primary responsibility for professional development activities rest with the coordinator and administration. The school has a professional development plan that is evaluated and revised as appropriate every three years under the guidelines and mandates of Senate Bill 1882.</p>	
<p>All professional development activities are shared with the school site leadership team. Teacher surveys confirm the need to continue our efforts to provide more follow up and implementation of skills addressed during conferences and workshops.</p>	
<p><b>VLC-A4 To what extent is the school a safe, clean, and orderly place that nurtures learning?</b></p>	<p>Campus aide schedule</p>
<p>A safe, clean, and orderly campus is critical to establishing a serious academic culture where students can focus on achievement of the ESLRs. Campus security and safety are addressed in a variety of ways. All entrances to the school are secured and visitors must enter through the main door of the administration building. All visitors are processed and wear Visitor's Passes for identification. Campus aides are posted at specific locations throughout the campus. In addition, two school police officers are assigned to the campus every day. Weapon and contraband searches are conducted on a random basis, and a dress code prohibits the wearing of gang-related attire.</p>	<p>Police officers on campus</p> <p>Dress Code</p> <p>Tardy Policy</p>
<p>The current Tardy Policy is designed to prevent students from wandering the campus at will. Orderliness is further created by the school policy that encourages students to have hall passes. Campus cleanliness is an ongoing challenge. The day school and Adult School populations generate observable wear and tear despite the efforts of our custodial staff, teachers, and student leadership. Our Student Life Committee and Leadership Classes continue to develop strategies to address issues of bathroom cleanliness, recycling, campus cleanliness, and school beautification.</p>	<p>Custodial staff cleaning schedules</p> <p>Leadership Class minutes</p>
<p>The findings in this section suggest one area of improvement: Improve campus cleanliness to create a safe and orderly environment.</p>	

<p><b>VLC-A4: 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?</b></p> <p>Professionalism, high expectations, and a focus on continuous school improvement are key elements of our school culture.</p> <p>In terms of professionalism, teachers plan and implement lessons that connect with their students' backgrounds and prior knowledge. Recognizing that 44% of Jefferson students are Limited English Proficient, teachers work to incorporate Specially Designed Academic Instruction in English strategies and techniques into their instruction.</p> <p>To promote high expectations, the school uses assemblies, receptions, and bulletin board displays to honor students who have exceeded the norm with their attendance, grades, and work habits. Tutorial programs, Academic Probation, auxiliary classes, intersession, and the D-Track Trade Tech Program are available to help students gain the skills they need to achieve the ESLRs. Instructional modifications are made for students identified for Gifted and Talented Education and Special Education so that they are challenged to reach their potential.</p> <p>When emotional or health problems prevent students from achieving, teachers refer students to appropriate specialists such as the school psychologist, psychiatric social worker, or school nurse.</p> <p>For continuous improvement, teachers and administrators annually review student Stanford 9 scores to determine if the school has reached the state benchmark for improvement. The administration directs departments to analyze Stanford 9 data and create plans to improve students' skills. The CIP restructuring plan exemplifies our commitment to school improvement.</p> <p><b><u>STRENGTHS</u></b></p> <ol style="list-style-type: none"> <li>1. ESLRs reflect high expectations for all students and are aligned with the School Vision/Philosophy and LAUSD standards.</li> <li>2. The Goals 2000 Committee promotes ongoing dialogue about student learning, effective teaching, school reform, small learning communities, and student achievement of the ESLRs.</li> <li>3. Reorganization of students and staff into CIPs creates smaller learning communities that personalize instruction.</li> <li>4. Partnership with UCLA Advanced School of Management is instrumental in supporting our school reform process.</li> <li>5. Various intervention programs, i.e., seventh period, Academic Probation, tutoring, and teacher-student mentoring are used to assist students.</li> <li>6. Staff development focuses on standards-based instruction.</li> <li>7. Implementation of the Digital High School grant improves schoolwide use of technology.</li> <li>8. SBM governance structure involves multiple stakeholders in decision-making.</li> <li>9. Active faculty participation in activities and clubs promotes academic and social skills, as well as acquisition of the ESLRs.</li> </ol>	<p>Faculty percentage of CLAD, BCLAD and SB1969</p> <p>Assembly memos</p> <p>Stanford 9 score memos</p>
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**GROWTH AREAS**

1. Explore ways to involve faculty in decision and activities to increase teacher collaboration and schoolwide communication.
2. Fully implement CIPs in accordance with the School Vision/Philosophy.
3. Increase achievement results to meet ESLRs and grade-level standards.
4. Increase student acceptance of responsibility for their learning.
5. Encourage students to utilize existing support programs and involve themselves in opportunities to extend their learning.
6. Clearly delineate the link between school activities and the ESLRs and standards.
7. Increase teacher collaboration within the constraints of a year round, multi-track calendar.
8. Create additional strategies to motivate chronic underachievers.
9. Increase parent involvement and awareness of ESLRs and standards.
10. Increase the utilization of professional development opportunities.
11. Increase administrative monitoring to better utilize teacher-administrator conferences.
12. Improve campus cleanliness in order to create a safe and orderly environment for student learning.

# Curricular Paths

## Chapter IV

“My picture represents the various subjects, the curricular paths that you need to follow in order to graduate and receive a diploma; hence, the drawing of the graduation cap and rolled diploma.”

Mario Tabares, grade 12, e.BAM Career Interest Path

## **B. CURRICULAR PATHS**

### **Facilitators**

Jose Avila, Jesse Goodwin, Naomi White

### **Focus Group Members**

G. Arceo – Special Education Aide  
L. Avelar – Special Education  
K. Ballash – Technology Coordinator  
E. Casas – Foreign Language  
M. Chavez – ESL  
E. Contreras – ESL/English  
B. Dickens – Counselor  
D. Ellis – ESL  
D. Flores – Foreign Language  
M. Franco – ESL/Social Science  
M. Fuentes – Office Assistant  
J. Graves – ROTC  
J. Hassan – Art  
C. Jones – Health  
S. Knill – Graphic Design  
M. Kool – English  
J. Lawson – Special Education  
J. McMahon – Counselor  
M. Manditch – Industrial Arts  
R. Matic – Physical Education  
M. Martin – English  
S. Mirabal – Counselor  
L. Navarro – Foreign Language  
O. Palata – Special Education  
W. Pace – Mathematics  
M. Quintero – Office Assistant  
C. Rodriguez – Office Assistant  
H. Rodriguez – Special Education  
T. Scott – Mathematics  
M. Soto – Parent Representative  
M. VanGrootheest – Science  
E. Walling – College Counselor  
L. Wheeler – Science  
R. Willis – Music  
S. Zuniga – English  
F. Jordan – Student (Track A)  
R. Madueno – Student (Track )  
Linda Macias – Student (Track C)

### **Administrator**

Wally Hugo, Assistant Principal

## B. CURRICULAR PATHS

**PROCESS AND STRUCTURE:** The Curricular Paths Focus Group arrived at its findings by meeting during minimum days, Buy Back Days, and other times convenient for the members. The focus group was composed of all chosen members from stakeholder groups in the Thomas Jefferson High School community. Facilitators were members of the Accreditation Leadership Team. During the meetings, the group used several methods to collect and analyze the evidence needed to write the report. The first meeting started with large group discussion focused on the meaning of our focus group and the criteria we had to analyze. The focus group then broke up into small discussion groups. These small groups were made up of stakeholders who had an interest in analyzing a certain criteria related to our focus group. Each small group brainstormed ways to address the criteria questions related to the Expected Schoolwide Learning Results (ESLRs) and possible evidence to support its arguments. Our school strengths and areas of improvement were charted and discussed in relation to the ESLR criteria. Small discussion groups were asked to report their findings to the larger group, and volunteers were chosen to take notes to be used in the final writing of the report. Throughout this process, additional small ad hoc groups volunteered to collect and analyze data during their own time and report back. We continued to conduct our meetings in this manner until we had collected and analyzed evidence to finalize our report.

FINDINGS	EVIDENCE
<p><b>CP-B1: Do all students participate in a challenging, relevant, and coherent curriculum that supports the achievement of the ESLRs?</b></p> <p>Jefferson HS adheres to both the Los Angeles Unified School District's (LAUSD) Guidelines for Instruction and the California State Frameworks and State Content Standards. The curriculum is aligned to the state standards to support student progress toward achievement of the ESLRs. Literacy and standards-based instruction are emphasized in all content areas. Because a majority of our students are second language learners, an ongoing challenge for teachers is incorporating strategies that help these students master the school curriculum. As evidenced by our high failure rates and low test scores, Jefferson HS students continue to have difficulty in achieving the ESLRs. All students are enrolled in courses that meet LAUSD's graduation requirements and the University of California/California State University A-G requirements. Many students also enroll in special programs and classes that are designed to prepare them for post-secondary education and/or the workplace.</p> <p>Jefferson HS provides Honors and Advanced Placement (AP) classes for high-achieving students. These classes provide opportunities for students to read, write, and research critically through an enriched curriculum that moves our students toward meeting ESLRs 2 and 6. Although high-achieving students compose the majority of these classes, any student who wants to attempt a more challenging curriculum can enroll in them. The core departments offer Honors classes on all three tracks. Currently, Jefferson HS offers 10 distinct AP courses, though they are not equitably distributed across all three tracks. At present, only 200 students are enrolled in AP classes.</p>	<p>LAUSD Guidelines for Instruction</p> <p>Grade reports</p> <p>Stanford 9 test scores</p> <p>Write, Sharp, and Topics retention data</p> <p>Master schedule</p> <p>Advanced Placement offerings list and class rosters</p> <p>CIP brochures</p>

<p>Increasing both the number of AP classes offered and the number of students who take and pass them are ongoing challenges. Expanding teacher training for these courses is also an area of concern.</p> <p>The Career Interest Paths (CIPs) allow students to select specific curricular paths based on their career interests. The intent of the CIPs is to support student achievement by placing students in smaller learning communities to create the sense of a smaller school environment within a large high school setting. The CIPs are in their initial implementation year and must be further developed if they are to meet the goal of improved student achievement.</p> <p>Jefferson HS's D Track Trade Tech Program, housed on the Los Angeles Trade Technical Community College campus, provides students an opportunity to receive college credits while taking both high school and college level classes as they work toward their high school diplomas. Students who are 16 or older and have earned at least 105 credits may apply for the D Track program. At Trade Tech, they are exposed to a college environment that prepares them to think conceptually, solve problems, and communicate effectively as they work to master LAUSD and state content standards. The D Track Trade Tech Program provides counseling, job placement, professional training, and a relevant, challenging, coherent curriculum to assist students in meeting standards and achieving the ESLRs.</p> <p>The English as a Second Language (ESL) Program for Limited English Proficient (LEP) students is aligned with state standards and supports the ESLRs. ESL courses are offered on all tracks to students who qualify for the program. The instructional focus is on developing strong listening, speaking, reading, and writing skills in English. ESL instructional strategies include using the writing process, the Accelerated Reader Program, "Reader's Theater," and the use of "into," "through," and "beyond," reading strategies that support student achievement of ESLR 2. An ESL computer lab, currently in the developmental stages, is another strategy designed to help LEP students achieve ESLRs. Although we are redesignating significantly higher number of LEP students than in the past, the percentage of redesignated students remains low. There is a need to continue to reinforce and utilize additional strategies that assist students and staff to address second language issues that result in low achievement.</p> <p>The school offers special education classes on all tracks and any student with an Individualized Educational Program participates in the program. Special accommodations for these students are made available through the use of many supportive technologies. Supportive software, including word processing and calculators, are currently being used to assist the 311 students enrolled in special education. The school provides Special Day Classes and Community Based Instruction to qualified students. The Resource Specialist Program (RSP) provides learning disabled students with modified instruction in specific core content classes. RSP students are mainstreamed for the rest of the school day.</p> <p>Through the Digital High School Grant, Jefferson HS students are</p>	<p>Trade Tech Program description and attendance data</p> <p>LAUSD credentialing roster</p> <p>Computer Project Room descriptions</p> <p>Digital High School Grant abstract</p>
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provided access to technology that supports a rigorous curriculum. The Computer Project Room provides opportunities to complete technology projects for core content classes. A library media center; computer clusters within classrooms; a networked computer in each class and office; department issued technology equipment (scanners, cameras, etc.); and portable word processors for student checkout support ESLRs 1, 2, and 6. Although technology is now available to students and staff, additional training is needed so that teachers can effectively incorporate it into their curriculum.

The findings in this section suggest four areas for improvement. First, Jefferson HS needs to provide its teachers with additional strategies to help low-achieving students access the instructional curriculum. Secondly, we need to further develop our CIPs so that they closely target the academic needs of our students. Thirdly, we must increase the AP student enrollment and pass rates. Finally, we need further teacher training in LEP teaching strategies and using technology in the classroom.

**CP-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?**

At Jefferson HS, the staff provides an ESLR-driven curriculum that is designed to prepare all students for four-year college entrance requirements. Students meet with their counselors at least twice per year to discuss course selections and their personal learning plans. Those students who are experiencing difficulty meeting the requirements to fulfill their future goals are referred to additional support programs that include: tutoring; counseling; an auxiliary seventh period class; onsite resources in Adult School and the Regional Occupational Center (ROC); A Place Called Home; and Jefferson HS's Trade Tech Program. After-school tutoring is available, but only a limited number of students take advantage of this academic support. Individual teachers also conduct tutoring in their classrooms before and after school. Students on academic probation are encouraged to attend regular tutoring sessions. However, because so few students participate in our tutoring programs, we need to explore and implement additional ways to motivate our students to take advantage of these opportunities.

The College Center provides information on college admissions, financial aid, entrance exams, scholarships, and assistance with completing applications. It also provides informational sessions for English classes, organizes college and career fairs twice per year, hosts college representatives during recruitment periods, and publishes a weekly College Center newsletter for students and staff.

College preparation assistance programs provide access to tutoring, college courses, visits to colleges and continuous exposure to college representatives and college entrance test preparation programs. These programs include the Career Based Outreach Program (CBOP); Upward Bound Programs at the University of California-Los Angeles, the University

Counseling logs

Tutoring logs

Description of college preparation programs

Academic Probation policy description and reports



<p>of Southern California (USC), and Occidental College; the Riordan Business Scholars Program; and the Models for Success Program (to be implemented in 2001-20002). The Fulfillment Fund, a college scholarship and mentoring program, follows students from seventh grade to college graduation and provides mentors for college presentations. The Pathways Program adopts one 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade class on B Track. The Shell Scholars Program provides students with mentors, job opportunities, and college scholarships if they maintain high grade point averages. The Los Angeles Basin Initiative provides summer student programs for college exploration and credit. The University of California-Berkeley Incentive Program, available only to A Track students, provides college preparation classes at the Berkeley campus, intensive tutoring, ongoing support, and college admission to this elite university.</p> <p>The Academic Probation policy identifies students who have two or more fails in their core subjects (English, math, science, and social studies). Implemented in 1999 due to widespread student failure, Academic Probation targets failing students for intervention. Intervention involves initial student identification, parent contact, individual student counseling, assignment to appropriate remediation classes, possible assignment of a teacher mentor, and ongoing follow up. Students choose from remediation classes offered during intersession, Adult School, or seventh period. An Academic Probation Coordinator oversees the program. Follow up with students as well as greater student interaction and awareness of the policy's goals are needed.</p> <p>Recent student achievement data reveals mixed results. Eight weeks into the 2000-2001 school year, 266 of 1,059 students were on academic probation. By the 16th week, the number of failing students dropped to 197. This moderate success is tempered by the fact that only 69 of the 197 students made up missing credits in the remediation program they selected. Consequences for failure to remediate are not clearly established. This data demonstrates that our Academic Probation policy needs to be revised for increased effectiveness.</p> <p>Findings for this section suggest we can improve by encouraging students to take advantage of available support programs and improving the effectiveness of the Academic Probation policy.</p>	
<p><b>CP-B3: To what extent are all students prepared upon graduation to continue their academic and occupational goals?</b></p> <p>The Jefferson HS staff prepares students to meet their future goals by providing a rigorous and relevant curriculum that allows all graduating students the opportunity to attend college and/or enter the workplace. Students who choose more rigorous academic goals are provided a college-prep curriculum. All students are enrolled in the A-G classes required by California state universities. Senior portfolios and dual enrollment in college classes further prepare students to meet their academic and occupational goals. The Career and College Centers provide students with ongoing educational support.</p>	<p>Master schedule</p> <p>LAUSD Guidelines for Instruction</p> <p>Sample Senior Portfolios</p>

<p>Senior graduation portfolios are required of all seniors. Portfolios include an autobiography, a resume, and two letters of recommendation.</p>	<p>ROP description</p>
<p>Students have access to employment opportunities through the Career Center and receive assistance in achieving occupational goals. The Career Center offers students opportunities to research information about jobs both in and out of the local community. Students can find updated information about future careers as they decide their specific career paths. The Career Center offers work permits (between 700-800 per year) and summer youth employment training opportunities (200-300 per year). Approximately 2,400 students use the Career Center each year. With the implementation of the CIPs, the Career Center can be utilized to create links with the CIPs. This enables our students to achieve ESLRs 1, 2, 3, and 6.</p>	<p>Perkins Academy description</p> <p>Junior Reserve Officer Training Corps program description</p>
<p>Dual enrollment opportunities allow Jefferson HS students to take college-level courses concurrently with their high school curriculum. This results in both increased confidence and self-esteem on the part of the students. The high school partners with post-secondary institutions to support students in seeking higher education opportunities. Students may enroll in college courses at USC, Trade Tech, or Santa Monica Community College. Sometimes the college courses are taught on the Jefferson HS campus after school. These classes give students a “head start” on college readiness.</p>	<p>Partnership collaboration letters</p>
<p>The Regional Occupational Program (ROP) provides career preparation through classroom and on-the-job training. Through partnership with industry and education, ROP provides students past the age of 16 with current, relevant instruction to develop the career skills needed to meet entry-level job requirements. ROP courses are determined by local area needs and employment shortages. The school refers Jefferson HS students to two ROCs: East Los Angeles Occupational Center and Abraham Friedman Occupational Center. Each center offers classes in business education, industrial technology, and home economics. Known as a “school without walls”, ROP offers classes at businesses such as Sears, Bank of America, Glendale Savings, Los Angeles International Airport, and Kragen Auto Parts.</p>	<p>Anecdotal evidence</p>
<p>The Perkins Program provides academic, technical and vocational instruction to Jefferson HS students. It is available to students with a particular interest in vocational training. Classes offered on different tracks emphasize hands-on experience with technology that will lead to careers in graphic arts and design; architectural drafting; industrial and wood design; and business education. Curriculum in Perkins Program courses emphasizes the ESLRs, state and LAUSD standards, industry standards, and skills required by post-secondary vocational institutions.</p>	
<p>The Junior Reserve Officer Training Corps (JROTC) supports LAUSD’s instructional goals and objectives by offering young men and women training experiences that contribute to the development of leadership, citizenship, and self-discipline. This program has approximately 215 students on all three tracks at Jefferson HS. The program supports a relevant and challenging curriculum by the use of written, oral, and performance tests and through demonstrations of interpersonal skills. The program measures</p>	

leadership through observation of student's abilities to perform community and school support activities.

The findings in this section suggest one area for improvement. We need to better utilize the Career Center to help the CIPs find internships and jobs.

### **STRENGTHS**

1. Jefferson HS curriculum emphasizes literacy and standards-based instruction.
2. Jefferson HS provides all students with a coherent curriculum.
3. Honors, AP, special education, and ESL classes are offered on all three tracks.
4. AP courses are offered in 10 different subject areas.
5. All students are required to enroll in a CIP. The only exceptions are students in ESL 1/2, AP, Honors, or special education courses. When fully developed, CIPs will expose students to various real-world career choices.
6. Jefferson HS's D Track Trade Tech Program has high attendance, graduation, and college enrollment rates.
7. Through the Digital High School Grant, Jefferson HS students receive access to technology that encourages a rigorous curriculum.
8. The after-school Tutoring Program supports the school's challenging and relevant curriculum by offering students one-on-one help with teachers and carefully selected peer tutors.
9. College prep assistance programs (e.g., CBOP, California Student Opportunity and Access Program, Upward Bound) provide access to tutoring, college courses, visits to colleges, and continuous exposure to college representatives and college entrance test preparation programs.
10. Jefferson HS's Academic Probation policy identifies students who have two or more fails in their core subjects (English, math, science, and social studies) to provide structured opportunities for remediation.
11. Senior graduation portfolios are required of all seniors.
12. Students have access to employment opportunities through the Career Center and receive assistance in achieving occupational goals.
13. Dual enrollment opportunities allow Jefferson HS students to take college-level courses concurrently with their high school curriculum.
14. ROPs offer entry-level job training, job skills, job-placement assistance, certificates of accomplishments, and career preparation through classroom and on-the-job training.
15. The Perkins Program provides academic, technical, and vocational instruction.
16. The JROTC supports LAUSD instructional goals and objectives by offering young men and women training experiences that contribute to the development of leadership, citizenship, and self-discipline.

**GROWTH AREAS**

1. Provide teacher training on strategies that effectively help low-achieving students access the instructional curriculum.
2. Further develop CIPs in a way that will more clearly target the academic needs of our students.
3. Improve the AP program by increasing student enrollment, equitably distributing AP classes on all tracks, increasing AP offerings, improving the student pass rate, and training all teachers who work in the program.
4. Utilize additional strategies to assist students and staff with second language issues and resulting low achievement.
5. Provide more technology training to enable teachers to incorporate technology into their curriculum.
6. Encourage low-performing students to take advantage of the after-school Tutoring Program.
7. Improve the effectiveness of Jefferson HS's Academic Probation policy.
8. Utilize the Career Center to link with the CIPs to locate internships and jobs.

# **Powerful Teaching and Learning**

## **Chapter IV**

“What does powerful teaching and learning really look like? You try and illustrate it!”

Connie Estrada, grade 12, Advanced Placement

## **C. POWERFUL TEACHING AND LEARNING**

### **Facilitators**

Darryl Collins, Glenna Dumey, Allyson GlickNeagle

### **Focus Group Members**

B. Aghedoh – Special Education  
J. Aguayo – Mathematics  
S. Bachrach – Film and Media  
B. Banks – Art  
R. Barreras – Special Education  
J. Brady – English  
D. Ewell – Social Science  
S. Figueroa – Mathematics  
A. Fujitsubo – Physical Education  
K. Gary – Social Science  
C. Gerstman – Science  
R. Gross – SIS Coordinator  
S. Hayes – English  
D. Holstrom – Mathematics  
W. Hoist – Trade Tech Coordinator  
E. Kraft – ESL/English  
J. Macklin – Special Education  
R. Mancilla – Parent Representative  
C. Martinez-Cruz- English  
T. Nitahara – Health  
M. Nuno – Parent Representative  
M. Ocampos – Office Assistant  
S. Ochoa – Social Science  
L. Patton – Business/Computers  
W. Pleitez – Office Assistant  
G. Sepulveda – Foreign Language  
A. Sweeney – Science  
C. Watson – Parent  
C. Williams – Graphic Arts  
G. Williams – English  
D. Woods – English  
J. Zeiss – Mathematics  
A. Corral – Student (Track C)  
B. Landix – Student (Track A)

### **Administrator**

Sandra English, Assistant Principal

## C. POWERFUL TEACHING AND LEARNING

**PROCESS AND STRUCTURE:** The Powerful Teaching and Learning Focus Group was composed of members of the various stakeholders at Thomas Jefferson High School. Our focus group task was to evaluate to what extent our faculty delivers effective instruction and to what extent our students show the result of their learning as related to the Expected Schoolwide Learning Results (ESLRs). After reviewing the questions posed to our focus group, we decided to divide into five smaller groups to collect and analyze the data. Part of our analysis included a review of our school's strengths and areas for improvement relating to the criteria questions and ESLRs. During the Minimum Day Accreditation meetings and Buy Back Days, each subgroup reported out to the large group their findings and evidence for the question assigned to their group. The subgroup members collected evidence from their department findings, observations, and focus walks during the interim between formal meetings. On the days for focus group meetings, the entire group reviewed the evidence for pertinent information that addressed the question. If the entire focus group determined more evidence was needed to effectively address the question, the teachers assigned to that question collected it on their own time. The subgroup would then read their findings and responses to the large group so that appropriate additions and deletions could be made. By the end of the fall semester meetings, the entire group listened to all the revised answers to the questions and the group facilitators recorded the last revisions.

FINDINGS	EVIDENCE
<p><b>PTL-C1: To what extent are all students involved in challenging learning experiences to achieve the expected schoolwide learning results? 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?</b></p> <p>Evidence shows that Jefferson teachers engage students in a broad range of learning activities that vary by department, grade level, program and Career Interest Path. Teachers consistently incorporate teaching and learning strategies that are aligned with State Frameworks, Los Angeles Unified School District (LAUSD) Learning Standards and our ESLRs. Challenging opportunities for advanced work exist in every department.</p> <p><b>ART DEPARTMENT:</b> Students in visual and performing arts classes are provided with a rigorous curriculum that integrates different components of our state and LAUSD standards. Curriculum components include aesthetic valuing, creation of personal art works, knowledge and appreciation of cultural diversity within a historical context, and mastery of new technical skills (e.g., painting, sculpting, playing a musical instrument). To achieve these objectives, students actively engage in a wide variety of learning activities that incorporate reading, writing, listening, and speaking skills.</p> <p><b>BUSINESS/COMPUTERS DEPARTMENT:</b> Students learn basic software applications to build computer knowledge, researching capabilities and to increase their overall literacy skills. The onsite computer technology teachers coordinate a student project computer lab to assist students and teachers in improving their technological proficiency. By combining software and hardware skills, the technology teachers help students</p>	<p>Student work</p> <p>Master Schedule</p> <p>Curricular guides</p> <p>LAUSD and state standards</p> <p>Computer Lab sign-up sheets</p> <p>Career Center description</p> <p>English Department Reading List</p>

<p>accomplish content area assignments that reinforce both ESLR 2 and ESLR 6. While tremendous certification programs are available to students in the field of computer technology, with the exception of an after school Cisco Networking Class, Jefferson HS does not offer any computer certification programs.</p>	<p>Guidelines for Jane Schaffer writing program</p>
<p>ENGLISH AND ENGLISH AS A SECOND LANGUAGE (ESL) DEPARTMENTS: Both the English and ESL Departments use the Standardized Test for Assessment of Reading (STAR) to test student reading levels for participation in the Accelerated Reader Program. All ninth grade and ESL3/4 students participate in the program, which helps students improve their reading comprehension by providing ability-appropriate independent reading materials. During the 1994-1995 school year, in an effort to bolster student literacy, the department restructured the second hour of a two-hour English block to include silent sustained reading, journal writing and test taking skills to help students become more effective users of language. Additionally, the department utilizes a core literature list for all grade levels to ensure grade level and thematically appropriate literature. Various teachers employ writing portfolios so that students can compile, track and analyze their individual writing progress. Some teachers use the Jane Schaffer writing format to teach formal writing; however, many new teachers have not been in-serviced in this writing approach. The department plans further training for all teachers in the Schaffer methodology. The library and departmental computer clusters provide access to programs and resources that assist students in doing research, creative and formal writing skills. Classroom presentations increase the student's abilities to reach ESLR 6. Despite the availability of challenging material and a variety of resources, most students score at the third and fourth grade level on the Gates McGinitie reading test. The English Department needs to employ additional reading strategies to increase levels of student literacy.</p>	<p>Gates McGinitie test results</p>
<p>ESL students receive a balanced language arts program that teaches grammar, vocabulary, and writing skills in context. ESL 1/2 classes emphasize vocabulary development, oral language, and reading skills that reinforce the student's ability to reach ESLR 2. These skills are reinforced and expanded in ESL 3/4 where students increase their oral and written command of the English language as they follow much of the regular ninth grade English curriculum. A significant number of Limited English Proficient students exit from the ESL program without the writing skills needed to pass the written part of the redesignation test. Additional writing experiences are needed to ensure that ESL students become competent in writing and speaking English.</p>	<p>UCLA Diagnostic test results</p>
<p>FOREIGN LANGUAGE DEPARTMENT: Foreign Language teachers immerse Jefferson students in the language acquisition process by accompanying language instruction with activities that foster the cultural appreciation of the countries where the language is spoken. Students develop listening, speaking, reading, writing, and critical thinking, and advanced organizational skills. These techniques help students meet ESLR 6. To gain a</p>	<p>Master calendar</p>
	<p>UCLA/Jeff-SHEP Program</p>
	<p>Sports teams rosters</p>
	<p>Sample IEPs</p>
	<p>Title I/GATE budgets</p>
	<p>Intercession rosters</p>
	<p>Seventh period rosters</p>
	<p>Partnership collaboration letters</p>



greater appreciation for the foreign language and its real world applications, students participate in individual and group research projects and presentations, role-playing, writing and performing plays, projects, and class interviews. The department's emphasis on literacy skills in English and Spanish supports the school wide literacy goal of ESLR 2.

**MATHEMATICS DEPARTMENT:** The Math Department employs a variety of strategies to achieve high-level student performance. Portfolios and projects assist math students with their investigation of real-world problems. The projects help students access the math skills needed to reach the district standards and ESLR 6. Math teachers allow the students multiple opportunities to work collaboratively and give oral presentations to their peers, thus reinforcing ESLR 2 within the math department. Computers and graphic calculators are used to enhance students' conceptual understanding of mathematical principles. With assistance from the University of California-Los Angeles's Mathematics Diagnostic Testing Project, the Math Department has implemented pre and post diagnostic testing. Department-wide testing allows teachers to systematically assess students' skill levels and track student progress. However, teachers have indicated a need for additional training to help them utilize these tests. Furthermore, high failure rates and report card analysis indicate the need to collaborate and develop intervention strategies that assist students in meeting state and district learning standards.

**SCIENCE DEPARTMENT:** Jefferson's science teachers engage students in inquiry-based instruction to help them meet district and State standards. Ninth graders enrolled in Integrated Coordinated Science (ICS) complete research papers that combine authentic physiological data collection, analysis and synthesis of the data, and a meaningful conclusion based on the collected data. In the second year of ICS, students are required to complete an independent Science Fair project that is displayed and judged by students and faculty at the department's annual Science Fair Night. These projects measure student mastery of ESLRs 2 and 6. Most science teachers utilize the four computer clusters within the department to integrate technology into the curriculum. The department has implemented common lab assessments that help teachers assess student achievement of the standards.

**SOCIAL STUDIES DEPARTMENT:** The Social Studies Department involves all students in challenging learning experiences that enable them to achieve ESLRs 1, 2, 3, and 6. Students analyze and synthesize historical events by using classroom simulations and role-playing. In cooperative learning groups, students discover the correlation between cause and effect in relation to historical situations. By interacting with the community in the AIDS Walk, election campaigns, the UCLA LOSH/Jefferson Safety Hazard Education Program (UCLA/Jeff SHEP), and other service learning projects, our students discuss ideas and work on solving problems. Although the department implements challenging learning experiences, our students have limited reading skills. As a result of that struggle, students do not derive the maximum educational benefit from these curricular activities.

**PHYSICAL EDUCATION DEPARTMENT:** In physical education classes, students are provided with a wide variety of learning activities that encourage them to make well-informed decisions about their health and bodies. In combination with the ninth grade health classes, the department emphasizes life-long physical fitness. Students learn to interact appropriately with their peers and adults through class participation, athletics, drill, dance and cheer teams. Sportsmanship and leadership skills are fostered through student participation in organized sports teams.

**SPECIAL EDUCATION DEPARTMENT:** The Special Education Department utilizes the general education curriculum as much as possible to address the needs of learning challenged students in the least restrictive environment. They employ as much modality-based, one-on-one instruction as possible. Teachers provide for the individual educational needs of special educational students as outlined in students' Individual Education Plans (IEPs). With new funding during the 2000-2001 school year, the department employed two support staff personnel to specifically schedule the re-evaluations of IEPs and to check their accuracy. Special education classroom aides and computer technology provide special education students with additional educational support.

**ENRICHMENT OPPORTUNITIES** Enrichment opportunities help students to succeed at high levels. Funding is provided by the Title I Program, the Gifted and Talented Education (GATE) Program, and the Bilingual Education Program to support field trips, guest speakers, and other enrichment/extended learning opportunities. Some Advanced Placement teachers meet with students during the off track months to further help students prepare for the rigors of Advanced Placement testing. All enrichment opportunities at Jefferson are geared to help students achieve the expected schoolwide learning results.

**EXTENDED LEARNING OPPORTUNITIES:** Extended learning opportunities provide students with the additional support they need to achieve the ESLRs. The school offers an Intersession Program that provides opportunities for students to make up credits. During the 1999-2000 school year, a seventh period was instituted to help students improve their basic skills and make up missing graduation credits. After school tutoring and college support programs such as the Career Based Outreach Program, Pathways, the California Student Opportunity and Access Program, and Adult School also provide students with the academic and personal support they need to be successful in mastering school standards.

The findings in this section suggest five areas for improvement. First, the Business/Computers Department needs to investigate offering additional technology certification classes. Secondly, the English Department needs to employ additional reading strategies to increase levels of student literacy, as well as plan further training for all teachers in the Jane Schaffer writing methodology. Thirdly, the Social Studies Department needs to focus on reading skills so that students can derive maximum educational benefit from their activities and experiences. Fourthly, ESL classes need to utilize

<p>additional writing experiences to ensure that students are competent in writing and speaking in English. Finally, the Math Department needs to in-service teachers on utilizing pre- and post-diagnostic tests, as well as to collaborate on development of intervention strategies that assist students in meeting state and district learning standards.</p>	
<p><b>PTL-C2: To what extent do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content?</b></p>	<p>Professional Development notebook</p>
<p>The faculty at Jefferson HS recognizes the importance of preparing our students to become life-long learners and critical thinkers. The faculty links classroom learning to local and global events.</p>	<p>Agendas from Buy Back Days, CIP, and department meetings</p>
<p>ENGLISH DEPARTMENT: Students follow a conceptual, skills-based curriculum that focuses on literature and emphasizes grammar and vocabulary building skills to reinforce the accomplishment of ESLR 2. English students in grades 9-12 are encouraged to improve their reading skills at home with independent reading assignments and in class through read-arounds, "Reader's Theater," and silent sustained reading. Students interpret, analyze and formulate attitudes and opinions about fiction and non-fiction readings. They develop higher-order thinking skills through reflective writing, summarizing, reading logs, interactive notebooks, quotation interpretations, timed writings, multi-paragraph essay writing, and Socratic seminars.</p>	<p>Vertical and horizontal team lessons</p> <p>List of clubs and activities</p>
<p>SOCIAL STUDIES DEPARTMENT: The Social Studies Department helps students reach higher levels of thinking by utilizing learning strategies that involve class discussion and writing. The department emphasizes a program that challenges students to look at history critically and apply it to their own lives as they make personal life choices. Strategies such as Socratic seminars, mock trials, debates, small group projects, and interactive notebooks increase the students' abilities to communicate their learning (ESLR 2). Several Social Science teachers have been in-serviced on the "Facing History and Ourselves" curriculum. This program helps students acquire knowledge and skills which enable them to relate and interact more positively with all people.</p>	<p>Focus Walk notes</p> <p>SSLC and SLC minutes</p> <p>Tutoring logs</p>
<p>MATH AND SCIENCE DEPARTMENTS: Both the Math and Science Departments employ real-life, project-based lessons to help students access the core content in meeting ESLR 6. Many teachers within these two departments require the students to do oral analysis of their work, both in groups and individually, in an effort to increase the students' literacy skills in meeting ESLR 2. Several math and science teachers team to create cross-disciplinary projects that require curriculum integration to solve a problem. The Science Department emphasizes written reports that encourage students to design, implement, and submit unique, individual multimedia science lessons designed to inform other students of core content and community issues while simultaneously reinforcing their own understanding of district standards (ESLR 6).</p>	<p>College Peer-Counseling Program rosters</p> <p>After-school tutoring logs</p> <p>Partnership collaboration letters</p>
<p>ESL DEPARTMENT: ESL 1/2 students develop their command of</p>	

English by reading and acting out scripts for everyday events like purchasing groceries, riding the bus, introducing oneself, and applying for a job. Such oral exercises integrate academic and applied content and are directly related to students' daily lives. By practicing these activities, students gather useful skills to achieve both ESLR 2 and 6. Advanced ESL classes require students to actively interpret and analyze English literature through oral and written performance. These types of cognitively demanding assignments utilize higher level thinking skills along with reinforcing their communication skills ESLR 2.

**PTL-C2B: To what extent does collaboration occur: 1) among staff, 2) between staff and students, 3) among students, and 4) between school and community?**

**STAFF COLLABORATION:** Some teams in various departments work together to enrich student learning. Through formal thematic, interdisciplinary, horizontal teaming, and more informal collaborative efforts, teachers share ideas for midterm and final 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, Career Interest Path and department meetings, and conference periods, more quality time is needed for collaboration among all stakeholders. More emphasis should be placed on the value of teacher collaboration.

**STUDENT AND STAFF COLLABORATION:** There are various opportunities for collaboration between staff and students. Staff and students participate in a wide variety of clubs ranging from the Garden and Ecology Club to the New African Student Union. The 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 environment. Although Jefferson HS features many clubs, student membership and teacher participation is often low.

During focus walks (teacher peer observations), teachers received feedback from students about the use of standards-based instruction in the classroom (ESLR 6). Our tutoring programs also offers students and staff the opportunity to collaborate as remediation efforts are realized.

The student Leadership Class offered on each track provides students the opportunity to work with teachers to plan and implement school activities. These school activities provide students with opportunities to communicate formally and informally in English (ESLR 2). Student participation on the School Site Leadership Council (SSLC) and the Student Life Committee provides students with forums to discuss campus issues with faculty and administration and to actively participate in school reform.

Some students and teachers use the Internet to communicate during after school and off-track periods. Tech-savvy students use e-mail to submit their homework, keep abreast of lessons, query the teacher about a misunderstood concept, or share information found online. This

<p>technological contact allows students to keep abreast of their lessons when they are absent from school.</p> <p><b>STUDENT COLLABORATION:</b> Collaboration among students occurs within many classrooms in the form of cooperative learning groups. Students are often grouped heterogeneously to work on assignments and projects. Advanced Placement students are encouraged to establish study groups that meet off-campus during off-track time. A small group of students assist in Jefferson HS's after-school tutoring program as peer tutors. A college peer-counseling program is housed in Jefferson's College Center. College 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 the roles of tutor/counselor allows students an opportunity to communicate with other students in a formal role (ESLRs 2 and 4).</p> <p><b>SCHOOL AND COMMUNITY COLLABORATION:</b> Jefferson HS works both independently and in collaboration with the District's Adopt A School Program to establish partnerships with local area businesses. These partnerships enhance the school by providing students with resources, mentors, and employment opportunities that encourage them to master ESLRs 2 and 5. Jefferson HS works with business and community organizations such as Choice Meats, Day West Transport, the Dunbar Economic Development Corporation, Shell, McDonalds, Jack in the Box, Sony, Disney, and Metropolitan Water District.</p> <p>Jefferson HS also has partnerships with the following organizations: Concerned Citizens of South Central Los Angeles, California Conservation Corps ("Clean &amp; Green"), Hollywood Beautification, Tree People, L.A. Works, South Central Youth Empowered Through Action, Southwest Voters Registration Drive, UCLA/Jeff SHEP, and UCLA Labor Occupational Safety and Hazards (LOSH). These organizations assist Jefferson HS with campus beautification, political awareness/mobilization, and curriculum development. All partnerships focus on communication skills as well as students meeting their academic standards. (ESLRs 2 and 6)</p> <p>The findings from this section suggest two areas for improvement. First, stakeholders need more quality time for collaboration. Second, the school leadership needs to encourage greater staff and student participation in school clubs.</p> <p><b>PTL-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?</b></p> <p>Jefferson HS students have access to a variety of resources outside the classroom and beyond the textbooks. These supplemental resources and activities bring classroom learning to life.</p> <p><b>USING THE COMMUNITY TO ENHANCE CLASSROOM LEARNING:</b> Jefferson HS collaborates with a number of organizations to involve students in the community. For example, in the ICS program,</p>	<p>UCLA LOSH video</p> <p>Library log sheets</p>
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students are 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 the Jefferson community to communicate to other students about what they learned (ESLR 2 and 5). The Film and Theater Arts Career Interest Path works with Unite LA and Hollywood Beautification to involve students in off-campus film projects and site beautification efforts. Through the film academy, students learn to document their own learning and also involve others in the learning process (ESLR 2). Students involve themselves in workplace issues through the UCLA LOSH class. In this elective class, students become advocates for work place safety issues by learning their legal rights as employees regarding wages and working conditions. Students in this class have been commended for presentations made at community forums and Adult School classes. The Academic Decathlon Team visits libraries and museums in order to prepare participants for off-campus academic competitions. Students have the opportunity to participate in a variety of clubs, athletics, and other extracurricular activities that promote community involvement and academic enrichment.

**LIBRARY AND COMPUTER RESOURCES:** Jefferson's library is a valuable resource both to teachers and students. Students utilize the library's Internet connection, video collection, Accelerated Reader books, News Bank CD, and book collection. The school also has a PC Computer Project Lab that is staffed by the school's technology teachers. Students use the lab to access online resources and create multimedia projects that not only communicate their learning, but also assist the students in meeting their academic standards (ESLRs 2 and 6).

**ON-SITE COMMUNITY COLLEGE CLASSES:** Community college classes held on the Jefferson HS campus allow our students the opportunity to engage in college level learning experiences. Courses such as Human Psychology, Criminal Justice, and Art appeal to student interests.

### **STRENGTH AREAS**

1. Computers are increasingly used to augment and extend student learning.
2. Cooperative and collaborative tasks engage students in active learning.
3. Varied teaching practices such as direct group instruction, collaborative learning, and service learning appeal to different types of learners.
4. Field trips provide students with opportunities to interact with the wider community and perform service learning projects.
5. Enrichment opportunities, extracurricular activities, and clubs expand student learning opportunities.
6. Displays and exhibits create forums where student work is shared with peers, colleagues, and visiting community members.
7. Community presentations provide students with opportunities to practice formal English.
8. On-campus community college classes challenge students academically while appealing to specific student interests.

**GROWTH AREAS**

1. The Business/Computers Department needs to investigate offering additional technology certification classes.
2. The English Department needs to employ additional reading strategies to increase levels of student literacy.
3. The English Department needs to further training for all teachers in the Schaffer writing methodology.
4. The Social Studies Department needs to focus on reading so that students can derive maximum educational benefit from their activities and experiences.
5. ESL classes need to utilize additional writing experiences to ensure that students are competent in writing and speaking in English.
6. The Math Department needs to in-service teachers on utilizing pre and post diagnostic tests.
7. The Math Department needs to collaborate and develop intervention strategies that assist students in meeting state and district learning standards.
8. Stakeholders need more quality time for collaboration.
9. The school leadership needs to encourage greater staff and student participation in school clubs.

# **Support for Personal and Academic Growth**

## **Chapter IV**

“The Jefferson student is on top of the world walking toward the tree, which represents personal growth. The picture kind of has a ‘save the planet’ theme to it.”

Manuel Garcia, grade 12, Urban Action Career Interest Path



## D. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

### **Facilitators**

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### **Focus Group Members**

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C. Bessman-Natt-Counselor  
T. Brown – Dean  
J. Carbajal – Physical Education  
A. Catanzariti – Physical Education  
F. Chen – Science  
B. Devon – Special Education  
M. Fabian – Office Assistant  
A. Fahrer – Art  
S. Foy-Probasco – Special Education  
D. Gianopoulos – Mathematics  
M. Greer – English  
E. Gutierrez – English  
E. Gutierrez – ESL/English  
P. Holman – Counselor  
G. Jimenez – Foreign Language  
J. Jimenez – Social Science  
N. Ko – Science  
McGee – Special Education Aide  
C. McKinney – English  
R. Merritt – English  
E. Montes – Office Assistant  
G. Morales – Social Science  
A. Parra – Counselor  
L. Powell – Physical Education  
M. Ritz – Social Science  
L. Rivas – Mathematics  
S. Rhodes – English  
K. South – Science  
G. Thomason – English  
L. Ugwa – Special Education  
R. Weber – English  
F. Tostado – Student (Track A)  
H. Carvajal – Student (Track C)  
T. Cobian (Track C)

### **Administrator**

Cassandra Morris, Assistant Principal

## D. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

**PROCESS AND STRUCTURE:** The focus group stakeholders included representatives from our faculty, administration, student body, parents, and classified staff. The structure we used during our meetings was to work in small groups, discuss, record notes, and report out to the group as a whole. We believe the initial use of small group discussion and then reporting out gave everyone a better opportunity to participate, especially students and parents. Various blocks of time were used to accomplish this task, including minimum days, Buy Back days, home group meetings, and our own time for analyzing, collecting evidence, and writing this report. The purpose of our self-study was to determine the extent to which our students were accomplishing the Expected Schoolwide Learning Results (ESLRs). To understand what we were to look for in our self-study, we began by analyzing the guided questions. We asked ourselves, "How do these questions relate to our students accomplishing the ESLRs?" Next, we identified our schoolwide strengths and growth areas. To support these statements, members collected different kinds of evidence. Types of evidence collected included student/community data, student work, classroom observations, and interviews. We spent time analyzing this evidence and collecting even more evidence. Some of our main questions about this evidence were, "What does it tell us about our school?" and "How can we improve to ensure that our students are successful at meeting the ESLRs?" After analyzing our evidence, we realized that we had to go back and make changes in our strengths and growth areas. Then we began to respond to the guided questions. When we completed our responses to explain how our students accomplish the ESLRs, we identified our strengths and growth areas.

FINDINGS	EVIDENCE
<p><b>S-D1: To what extent do all students receive appropriate support to help ensure academic success?</b></p> <p>Jefferson HS students have access to a variety of support services that help ensure academic success as defined by the ESLRs. Teachers share and refine effective teaching practices and modify curriculum to better support student success. Special needs students have access to programs that are tailored to meet their specific needs. These programs include Gifted and Talented Education, Bilingual, Title I, and Special Education.</p> <p>Student achievement of the ESLRs is supported by effective teaching strategies. Jefferson HS teachers use a variety of methodologies and strategies that support student success. These practices include, but are not limited to, common rubrics and assessments, horizontal teaming, vertical articulation, cooperative learning groups, Specially Designed Academic Instruction in English strategies, 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.</p> <p>Classroom programs supporting student achievement of the ESLRs include the following:</p> <ul style="list-style-type: none"> <li>• <b>NINTH GRADE ENGLISH BLOCK CLASS:</b> The second hour of English 9A is designed to provide students extra support to improve their literacy skills (ESLR 2). These students participate in a formal reading</li> </ul>	<p>Master Schedule</p> <p>Teacher lesson plans</p> <p>Paraprofessional assignments</p> <p>Stanford 9 test results</p> <p>GATE student identification data</p> <p>Bilingual Program description</p> <p>LEP annual</p>

<p>improvement program called Accelerated Reader (AR). Most ninth grade classes have the added support of a paraprofessional to assist students in the classroom during one hour of the double block. While the AR Program aims to improve students' facility with language, our ninth graders' spring 2000 Stanford 9 test scores in total reading did not meet the school's targeted benchmark for improvement. Low ninth grade reading scores indicate a need for intensive, ongoing reading intervention.</p> <ul style="list-style-type: none"> <li>• <b>INTEGRATED COORDINATED SCIENCE I (ICS I)/INTEGRATED SOCIAL SCIENCES (ISS):</b> In an effort to better prepare students for high school level science and social studies, the school has added ICS I and ISS courses. These classes provide students with the basic skills they need to be successful in advanced science and social science coursework.</li> <li>• <b>GIFTED AND TALENTED EDUCATION (GATE):</b> Jefferson HS students identified for GATE have access to differentiated learning opportunities through Honors and Advanced Placement (AP) classes. These differentiated learning opportunities challenge GATE students to meet the ESLRs, but Honors and new teachers have indicated that they need additional training in differentiation techniques to assist GATE students, especially those who are low-performing.</li> <li>• <b>BILINGUAL PROGRAM:</b> Jefferson HS's Bilingual Program supports English Language Learners (ELL) with materials and staff beyond what the district provides. The program uses the bilingual coordinator, counselors, paraprofessionals, and trained teachers to promote English language development and achievement of the standards. Upon redesignation, the Bilingual Program continues to monitor student's academic progress through the services of the bilingual coordinator. The program has been successful in helping students to achieve ESLRs 2 and 6. An improved redesignation rate of 20% for the past two years indicates that Limited English Proficient (LEP) students are becoming more proficient in their use of English. Additionally, disaggregated 1999 Stanford 9 test scores show that Redesignated Fully English Proficient students are the second highest scoring group in reading.</li> <li>• <b>SPECIAL EDUCATION PROGRAM:</b> Individualized Educational Programs are used to modify the instructional program so that special education students receive special support in achieving District and State standards. Annual progress reviews ensure that students are making satisfactory progress. Classroom aides, modified instructional materials, and technology are used to further support special education students in achieving the ESLRs. Although the Special Education Program provides students with specialized instruction and support, our students' Stanford 9 test scores remain low. As a result, special education teachers need to investigate additional strategies to help students improve their Stanford 9 test scores.</li> </ul> <p>Schoolwide programs supporting student achievement of ESLRs include the following:</p> <ul style="list-style-type: none"> <li>• <b>CAREER INTEREST PATHS (CIPs):</b> Jefferson HS has restructured into</li> </ul>	<p>redesignation rate</p> <p>Percentage of teachers with CLAD/BCLAD/SB 1969 certification</p> <p>CIP brochure</p> <p>CIP organizational chart</p> <p>Disaggregated achievement data</p> <p>AIAA Grant</p> <p>Categorical funds</p> <p>Library sign-up logs</p> <p>Digital High School Grant</p> <p>Alphasmart logs</p> <p>Tutoring logs</p> <p>College support program descriptions</p> <p>AIAA student database</p>
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<p>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. CIP teachers are also encouraged to vertically and horizontally team, as well as to adopt common rubrics, grading approaches, intervention strategies, and discipline procedures. Because the program is in its first year of implementation, no data has been collected on its effectiveness; however, some effective schools research indicates that such a restructuring model will increase student achievement when fully implemented.</p> <ul style="list-style-type: none"> <li>• <b>ACADEMIC IMPROVEMENT AND ACHIEVEMENT ACT (AIAA) GRANT:</b> In August 2000, Jefferson HS was awarded a \$100,000 AIAA grant. This money is 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.</li> <li>• <b>TITLE I PROGRAM:</b> Funds from Title I provide many staff positions that support student achievement. The Pupil Service Attendance Counselor, Drop Out Prevention Coordinator, school psychiatric social worker, parent representatives, and paraprofessionals support student achievement by providing students with valuable personal assistance. The Title I Program also provides supplemental instructional materials that help students achieve the ESLRs. This program also supports the Digital High School Grant with matching funds for equipment. Multiple assessments are used to measure the correlation between the Title I Program and student achievement of ESLRs 2 and 6.</li> <li>• <b>COUNSELING:</b> Counselors help students achieve the ESLRs by placing students in skill-level appropriate courses, referring students to remediation or enrichment, and counseling students about academic and personal problems which might interfere with high achievement.</li> <li>• <b>COLLEGE AND CAREER CENTERS:</b> The College Center, along with its peer counselors, give assistance to seniors in applying for financial aid and filling out college applications. The Career Center prepares students for job interviews, the job application process, and arranges for job interviews. In addition, students can take career inventory tests that help them identify career interests.</li> <li>• <b>LIBRARY AND COMPUTER SERVICES:</b> Jefferson's library, open daily from 7 a.m. to 4:30 p.m. and at lunch, has several student computer stations with Internet access. Periodicals, reference materials, and books are available for reference and/or check-out. After-school tutoring is held in the library. Students also have access to computers in the computer project room, classroom clusters, and individual teacher classrooms. Alphasmarts and Dreamwriters (portable word processing units) are available for student use in their classes. The use of this technology enables students to achieve ESLRs 1, 2, 3, and 4.</li> <li>• <b>REMEDIATION OPPORTUNITIES:</b> Students may retake failed classes</li> </ul>	
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<p>through Jefferson HS's intersession program, Adult School, D Track Los Angeles Trade-Technical College, or 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. Students need to show more responsibility for their learning and academic progress.</p> <ul style="list-style-type: none"> <li>• <b>TUTORING:</b> Tutoring is currently available after school in the library Monday through Thursday. Individual teachers meet with students as needed. Additional tutoring is available through A Place Called Home, a community organization located near Jefferson HS. Some AP teachers also provide off-track tutoring to their students.</li> <li>• <b>COLLEGE SUPPORT PROGRAMS:</b> The school offers a variety of college support programs such as the Fulfillment Fund, Career Based Outreach Program (CBOP), Pathways, California Student Opportunity and Access Program (Cal SOAP), University of Southern California's Med Corp, Upward Bound Programs, and Models for Success. These programs involve after-school tutoring, intensive weekend workshops, field trips, scholarship incentives, mentors, and summer residential training programs. The AIAA student database shows that just less than one-fourth of the school population is enrolled in a college support program. On-site Princeton Review SAT workshops are provided annually. College support programs help students develop the skills and motivation to achieve high standards and qualify for college admission.</li> </ul> <p>The findings in this section suggest three areas for improvement. First, we must provide a concerted focus on literacy intervention in the ninth grade. Second, we need to provide additional training regarding differentiated instruction for low-achieving GATE and low-achieving students. Third, we need to investigate alternative strategies to improve academic achievement of our special education students.</p>	
<p><b>S-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?</b></p> <p>Specialized staff and support services provide students with assistance to achieve the ESLRs. In addition to 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 student 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. Stronger efforts should be made to encourage students to utilize available support staff and programs.</p> <p>Motivational activities range from special recognition and Stanford 9</p>	<p>Itinerant support staff roster</p> <p>Student Success Team minutes</p> <p>Impact program description</p> <p>Tobacco Use Prevention Education Program description</p>

<p>test awards assemblies to ongoing Honor Roll receptions. High interest and motivation lead to increased levels of academic achievement.</p> <p>Student organizations and clubs such as the Poetic Art Society, New Black Student Union, Engineering Club, and Chess Club develop students' career and personal interests.</p> <p>The Annual AIDS Walk, Junior Reserve Officer Training Corps Letter Writing Drive, Food Drive, and School Beautification efforts encourage students to be socially responsible young adults (ESLR 5).</p> <p>The annual Science Fair extends classroom learning, promotes high achievement, and provides students with the opportunity to share their research with the public. Health fairs promote healthy lifestyles, good decision making, and personal responsibility. College fairs increase student awareness of college requirements, thus reiterating the importance of achieving LAUSD and state standards as well as University of California/California State University A-G requirements.</p> <p>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 assisting younger students. (ESLR 2) The University of California-Los Angeles (UCLA) Labor Occupational Safety Hazards (LOSH) project trains students to make community and classroom presentations where they inform students of their rights as workers. These presentations demand poise, confidence, and the use of formal English. (ESLRs 2 and 3)</p> <p>Many college support programs also are available to students. Upward Bound Programs, Shell Scholars, CBOP, D Track at Trade Technical College, and other support programs provide students with the motivation and personal support they need to be academically successful. On-site community college classes expose interested high school students to the rigors of college.</p> <p>In terms of career exploration, students may participate in Explorers, Regional Occupational Program (ROP), Summer Youth Employment Training Program (SYETP), Work Experience, and Woodcraft Rangers. These programs provide students with the opportunity to explore personal and career interests while improving basic communication and writing skills (ESLR 2). Students research different careers, apply for employment, and obtain work credit and work permits from the Career Center.</p> <p>Students can also make use of extended learning time opportunities. Tutoring, auxiliary classes, zero-period SAT workshops, and intersession classes provide students with additional opportunities to achieve the standards.</p> <p>Findings in this section indicate that we need to make stronger efforts to encourage students to utilize available support staff and programs.</p> <p><b>S-D3: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?</b></p> <p>The school leadership, which utilizes a School Based Management (SBM) governance structure, employs a wide range of strategies to encourage</p>	<p>Master calendar</p> <p>Jefferson HS's daily Speedometer bulletin</p> <p>Honor Roll Reception brochure</p> <p>Explorers roster</p> <p>Student organizations and clubs lists</p> <p>Partnership descriptions</p> <p>BAC/BAC agendas and logs</p>
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<p>parents and community members to become active participants in assisting students to achieve the ESLRs.</p> <ul style="list-style-type: none"> <li> <b>PARENT INVOLVEMENT:</b> The Parent Advisory Committee (PAC) and Bilingual Advisory Committee (BAC) both coordinate opportunities for parents to actively participate in, contribute to, and support the overall school program. PAC and BAC parent training and ongoing school meetings provide parents with strategies to become partners in their children's academic achievement. Examples of training topics include: parent leadership, effective meeting procedures, literacy, and parenting skills. Additionally, the PAC and BAC operate as monthly forums where parents obtain important information pertaining to student achievement. LAUSD standards, ESLRs, Stanford 9, and the Academic Placement Index have been agenda items at parent meetings. <p>The school leadership schedules four parent-teacher conferences annually. Parents use parent-teacher conference nights as a way to gain information about their child's performance and behavior. Parents also receive suggestions about how they can better support their students' achievement of the ESLRs.</p> <p>Traditional and untraditional methods are used to enlist parent participation. Traditional methods of outreach include using the school marquee, Phone Master automatic dialer, mailers, newsletters, bulletins, and recognition ceremonies. Untraditional outreach methods have included community pancake breakfasts, annual hair style shows, plays, folklorico performances, and film festivals. Parent community representatives participate at the school by serving on interview committees and on the School Site Leadership Council (SSLC).</p> <p>The Parent Center is an additional outreach tool. The center makes visitors feel welcome and provides them with translated information about various school programs.</p> <p>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. Student accomplishment of the ESLRs will be improved with greater parental involvement and support.</p> </li> <li> <b>COMMUNITY INVOLVEMENT:</b> Partnerships with community organizations, business partners, colleges, and universities are formed to support student achievement. The Work Experience/ROP/Career Advisement Program and SYETP provide students with opportunities to practice written and oral communication skills while gaining work experience. A partnership with the Warner Brothers Network allows 50 to 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 has collaborated with Jefferson teachers to create original curricula about workplace safety and worker's rights. UCLA's multiyear collaboration </li> </ul>	PAC/BAC flyers  Master calendar  SSLC logs  SYETP student rosters  Building Achievement Through Sports and Entertainment  ROP/Career Advisement Program participation roster  Film and Theater Arts Film Program  Master Schedule  Budget meeting minutes  School budgets  Budgets from select grants  Classroom clusters  List of BB projects  Computer Project Room log
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<p>with Jefferson students and teachers has culminated in the UCLA LOSH project. These are just a few of the partnerships formed to widen student's horizons and increase students' achievement.</p>	<p>A Place Called Home description</p>
<p>Findings in this section suggest that we increase the number of students utilizing the wealth of support staff and support programs. We must create a comprehensive plan for greater parental involvement and support.</p>	<p>Local District H resources</p>
<p><b>S-D4: To what extent are the human, materials, and financial resources as well as facilities available to the school?</b></p>	<p>Bookroom Report of lost textbooks</p>
<p>HUMAN RESOURCES: The available human resources sufficiently support the school's vision of creating life-long learners. A student body of 3,465 students brings an exciting mix of curiosities, interests, aptitudes, and skills to the school. This dynamic blend of human talent is joined 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. Jefferson's staff is augmented with visiting Santa Monica Community College instructors, CBOP Fellows, motivational speakers, mentors, Princeton Review teachers, and community organizers.</p>	<p>LAUSD Bilingual Translation Unit</p>
<p>Jefferson HS's staff is supported by Local District H, the Los Angeles County of Education (LACOE), and America's Choice, which provides Jefferson HS with technology specialists, translators, professional development trainers, community liaisons, itinerant staff and curriculum specialists. Local District H and LACOE support teachers in honing their skills and improving instruction.</p>	
<p>Jefferson HS does have some unfilled teaching positions. These positions are difficult to fill because of LAUSD's shortage of credentialed personnel, mostly in the Special Education and Science Departments. Unfilled teaching positions negatively impact the instructional program and student achievement of the ESLRs.</p>	
<p>MATERIAL RESOURCES: The school's materials are generally sufficient to support Jefferson students in achieving the ESLRs. Basic materials are provided by LAUSD and state funds; supplemental materials are provided by categorical programs, including Title 1 and Bilingual Programs. The Digital High School Grant, Detweiler, Disney, and other private businesses provide the school with computers. Annually, supplemental state funding allows the librarian to order new books that augment teachers' classroom instruction. Although special district funds were made available to compensate the school for high textbook loss, student vandalism and loss of books, as well as inadequate teacher book retrieval procedures, continue to be a problem. Late issuance of textbooks or the issuance of old, tattered textbooks distract students from learning and makes them feel neglected. The ongoing textbook shortage negatively impacts student achievement of the ESLRs.</p>	
<p>FINANCIAL RESOURCES: Jefferson HS's basic program is supported with state and federal funds. As an SBM institution, Jefferson HS</p>	



<p>faculty members make critical decisions about how to spend available funds to meet student needs. Budget Committee meeting and SSLC minutes show that funding decisions are guided by student needs and the school vision.</p> <p>FACILITIES: Site facilities, which were originally built for approximately 2,200 students, are inadequate for a school of 3,465 students. The facilities shortage negatively impacts the instructional program by causing instructor and student fatigue. An overcrowded school demands that teachers travel, share classrooms, use untraditional classroom spaces, and have large student loads. Students vie for attention, share lockers, and deal with crowded hallways.</p> <p>Although the facilities shortage severely impacts Jefferson HS's instructional program, the school has few avenues for recourse. The recent placement of four bungalows on a formerly unused part of the campus and the lowering of our cap decreased the number of traveling teachers in the 2000-2001 school year. Although facilities are limited, Jefferson students and staff make optimum use of available space. For example, the Jefferson HS library doubles as a mini computer lab. Teachers share the Computer Project Room, and classroom clusters with computers are structured so that classroom instruction and computing can take place simultaneously.</p> <p>Jefferson HS has limited access to facilities beyond the immediate school site. Los Angeles Trade Technical Community College (LATTCC) houses D-Track's Trade Tech Program and Jefferson's 11<sup>th</sup> and 12<sup>th</sup> Grade Intercession Program. Other off-campus facilities, including the Ross Snyder Ball Park. A Place Called Home and Regional Occupational Centers such as East Los Angeles Community College and the Abraham Friedman Occupational Center provide additional facilities for career exploration and educational attainment.</p> <p>Jefferson HS's facilities are currently being refurbished with Proposition BB funds. The auditorium and stadium were refurbished in the 1999-2000 school year. Additionally, other funds provided for the installation of new fire detection, security, and phone systems. The school's infrastructure has been rewired for internet access. LAUSD and categorical funds provide three high-volume copiers for staff use. These highly visible capital improvements bolster student and teacher morale and create a more hospitable learning environment.</p> <p>The findings in this section suggest two areas for improvement. First, the school leadership must work closely with LAUSD to recruit more fully credentialed teachers. Second, we need to create and implement a better textbook accounting system.</p> <p><b>S-D4: To what extent are these resources sufficient and effectively used to support all students in accomplishing the ESLRs?</b></p> <p>Financial, human, material, and capital resources are effectively used to support all students' achievement of the ESLRs. State Textbook and Instructional Material Account funds purchase state mandated textbooks that help students achieve and LAUSD and state standards. In 1999-2000, the</p>	<p></p> <p>School budgets</p> <p>Digital High School Grant</p>
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school received a literacy allocation which teachers used to purchase reading materials, books-on-tapes, novel units, and writing posters. Digital High School funds are used to support all components of the school's technology program (ESLR 1). Community liaisons, translators, and district personnel assist the school in presenting the ESLRs and LAUSD standards to parents. Proposition BB and Year Round Funds are used to make repairs and capital improvements. Enhancing the school's physical appearance benefits students by improving the learning environment and the general school atmosphere.

Some resources are under utilized because teachers and students lack knowledge of their existence. Although the school makes a concerted effort to promote resources and programs, increased promotion will ensure their effective use.

The findings in this section suggest one area for improvement. We need to develop and implement more effective ways to promote site resources to all stakeholders.

### **STRENGTHS**

1. Teachers use a variety of classroom strategies and methodologies to support student learning.
2. The ninth grade course schedule has been reconfigured to include ICS, ISS, and a literacy block to meet student needs.
3. Jefferson's Bilingual Program successfully redesignates students
4. The CIP model restructures the school to increase potential for student learning.
5. Library computer workstations and the Computer Project Room support the integration of technology.
6. One-fourth of the student population is enrolled in a college support program (e.g., CBOP, Upward Bound, Models for Success).
7. Jefferson HS offers free on-site SAT Workshops.
8. Faculty and students utilize community resources to enhance student learning (e.g., A Place Called Home, Trade Tech, UCLA-LOSH Program).
9. Extended Learning Time provides students with multiple opportunities to achieve the ESLRs. Impact, Student Success Team, and other personal support programs meet students' personal and academic needs (e.g., Adult School, After School Tutoring, seventh period classes).
10. The College and Career Centers coordinate programs and services to provide personal enrichment and academic support.

### **GROWTH AREAS**

1. Provide additional literacy intervention in the ninth grade.
2. Provide teachers with additional training in differentiated learning techniques for GATE students, especially those who are underperforming.
3. Investigate additional strategies to improve the academic achievement of special education students.
4. Encourage students to utilize available support staff and programs.

<ul style="list-style-type: none"> <li>5. Create a comprehensive plan to increase parental involvement and support.</li> <li>6. Work closely with LAUSD to recruit fully credentialed teachers.</li> <li>7. Improve accountability for textbooks for quicker retrieval of texts and/or replacement.</li> <li>8. Effectively communicate and promote site resources to all stakeholders.</li> </ul>	
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# **Assessment and Accountability**

## **Chapter IV**

“It’s hard to come up with something exciting for assessment and accountability. Students don’t come to school because they want to be assessed.”

Raul Calderon, grade 12, Honors

## **E. ASSESSMENT AND ACCOUNTABILITY**

### **Facilitators**

E. Littrel, R. McCarthy, J. Randall

### **Focus Group Members**

E. Abea – Foreign Language  
Y. Andrews – Office Assistant  
W. Berry – Social Science  
J. Bliss – Science  
D. Bromley – Social Science  
A. Brooks – Physical Education  
T. Coleman – English  
M. Dean – English  
X. Dowling – English  
M. Echeverria- Special Education  
R. Edelman – English  
J. Gannon – English  
B. Goines – Science  
J. Gonzalez – Mathematics  
A. Guevara – Office Assistant  
F. Hutchinson – English/ESL  
C. Kohne – English  
A. Labio- ESL  
B. Lewis – English  
K. Malone – Office Assistant  
F. Martin – ESL  
A. Martinez – Computers  
E. Montan – Special Education  
M. Moreno – Computers  
M. Muskrath – Social Science  
A. Noye – Foreign Language  
M. Oviedo – English  
P. Oliverio- Mathematics  
T. Phillips – Office Assistant  
M. Rodríguez – Special Education Aide  
D. Sanchez – Office Assistant  
J. Torres – Dean  
I. Vasquez – Special Education Aide  
R. Williams – ROTC  
M. Wolfe – Social Science  
N. Esteban – Student (Track A)  
R. Rodriguez – Student (Track C)  
J. Loreto – Student (Track C)

### **Administrator**

Randall Klarin, Assistant Principal

# **Vision, Leadership, and Culture**

## **Chapter IV**

“This picture kind of portrays vision as a goddess or muse. The woman is looking up towards a bright, intense future, which is what I envision for myself.”

Jerome Love, grade 12, e.BAM Career Interest Path

## E. ASSESSMENT AND ACCOUNTABILITY

**PROCESS AND STRUCTURE:** The Assessment and Accountability Focus Group was given the task of determining to what extent the Jefferson School Community uses a variety of assessment strategies, reviews those strategies, and uses the results of those assessments to determine the school's instructional program. This focus group, composed of 43 multi-track teachers and support staff, met formally as a large group and informally in small groups to complete specific tasks. Each leadership session lasted from one to four hours depending on the task. The formal meetings used a variety of methods to initiate and ensure participation of the group members. These methods included brainstorming, sharing, small group discussion, dividing tasks among individual members to rewrite, small groups reporting back to the large group, and much anecdotal discussion. Rough information was gathered and sorted to determine what was pertinent to the accreditation tasks as well as what pertinent information needed to be supported by more evidence. The group divided tasks among the members to seek out supporting data and bring back information to the group. Collected information, surveys and reports formed the basis for discussion, debate, and final consensus as to what should be included or excluded from the report. Group leaders sorted through notes, discussions and raw group data to form it into a coherent report that was reviewed by the total group for final approval.

FINDINGS	EVIDENCE
<p><b>AA-E1: To what extent do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?</b></p> <p>Jefferson HS teachers employ a variety of assessment strategies to evaluate student achievement of our Expected Schoolwide Learning Results (ESLRs). As indicated by the focus group teacher survey administered in the Fall of 2000, the most popular types of assessments were: homework (94%); objective and essay tests (91%); oral presentations (82%); and cooperative and collaborative tasks (80%). Lesser utilized assessment strategies include research projects (57%); journals and log books (48%); displays and exhibits (40%); and portfolios (37%). Such varied assessments provide students with multiple opportunities to demonstrate their content knowledge and achievement of the ESLRs. Traditional assessments such as objective tests and essay writing prepare students for standardized tests and exit exams. Some interdisciplinary teams within the Career Interest Paths (CIPS) collaborate on and administer joint assessments. Jefferson HS staff utilizes collaborative tasks, notebooks, and portfolios to ensure that Limited English Proficient (LEP) students have access to fair and valid assessment procedures.</p> <p>This same teacher survey indicated that 85% of Jefferson teachers re-teach or review a topic when results indicate that students did not master the skill or concept. Another 85% modify their curriculum by slowing the pace using Specially Designed Academic Instruction in English techniques. While 71% rewrite a test or assignment to increase student understanding, 65% replace the assessment with an alternate assessment piece. Sixty percent offer students make-up tests. If a student continues to under perform after an assessment has been modified, teachers refer the student to tutoring or to appropriate itinerant</p>	<p>Focus group teacher survey</p> <p>Fall 2000 subject area tests, assignments, and rubrics</p> <p>Tutoring logs</p> <p>Itinerant staff roster</p> <p>Department meeting agendas and logs</p> <p>Gates McGinitie and STAR reading test results</p>

<p>staff to assist. If these modifications are still ineffective, the student may be referred to the Student Success Team to make further recommendations. These recommendations may include additional classroom modifications or referral to Special Education for an individualized educational program (IEP).</p> <p>Currently the English Department utilizes the Accelerated Reader Program (AR) to track English as a Second Language 3 / 4 and English 9 students' reading comprehension and vocabulary development. The STAR (Standardized Test for the Assessment of Reading) and the Gates-McGinitie Reading Test are used as diagnostic tools for the AR Program. The District's reading and writing proficiency tests, Sharp and Write, are administered and assessed annually. English classes also require that students perform oral presentations and multiple writing assessments throughout the year. Ninth grade students are also assessed in language and math using the District's Performance Assignments that measure writing and composition skills.</p> <p>Additionally, the English Department's assessment of ESLRs 2 and 6 in Spring 2000 involved students reading a short story, answering reading comprehension questions, and writing 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. Assessment of student work led the department to realize it needs to adopt and consistently use a standardized writing rubric.</p> <p>In the Math Department, student progress toward accomplishing ESLRs 2 and 6 is reviewed in a variety of ways. For an example, with the assistance of UCLA's Mathematics Testing Project, the Math Department began implementing department-wide diagnostic testing in the 2000-2001 school year. Department-wide testing allows teachers to systematically assess students' skill levels and track student progress. In the fall of 2000, some teachers began administering these diagnostic tests. Efforts continue to require all math teachers to use this assessment strategy to provide assessment consistency within the department.</p> <p>In Spring 2000, the Math Department administered a linear graphing assignment and corresponding write up to assess students' use of algebra and language. Department members found that students were not able to perform grade level algebraic computations nor were they able to communicate their mathematical procedures in standard English.</p> <p>Within the Science Department, the Integrated Coordinated Science (ICS) Program has a series of academic benchmarks to measure student academic progress and accomplishment. These benchmarks culminate in a standards aligned semester final. At the end of each semester, teachers review student assessment data and revise the rigor of their curriculum and instruction.</p> <p>In spring 2000, the Science Department assessed student achievement of ESLRs 2 and 6 with a lab experiment and write up. Analysis revealed that the lab write ups exhibited correct data collection procedures. However, writing errors prevented students from conveying the breadth of their scientific knowledge. Assessment of student work helped the department to realize that it needs to develop and adopt a standardized lab report to minimize student misunderstandings.</p>	<p>LAUSD competency test</p> <p>LAUSD performance test</p> <p>UCLA Mathematics Testing Project</p> <p>Science Department benchmarks</p> <p>LAUSD and state standards</p>
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<p>The Social Studies Department teachers assess speaking, writing, researching, and listening skills throughout the year. Debates, mock trials, oral presentations, analytical essays, and research projects are examples of the types of assignments used. The Social Studies Department also assessed ESLRs 2 and 6 by assigning a multiparagraph writing assignment that analyzes historical concepts. Assessment of writing samples demonstrated that students understood the historical concepts but were not able to accurately record their understandings. Assessing student work allowed the Social Studies Department to conclude that it must adopt and consistently use a standardized rubric for the written history assignments.</p> <p>Overall, core departments concluded that they need to standardize student assessments procedures and incorporate more writing based assignments into the curriculum.</p> <p>The findings in this section suggest four areas for improvement. First, we need to adopt and consistently use a standardized writing rubric. Secondly, departments must continue efforts to standardize assessment strategies. Thirdly, we should systemically reteach skills. Lastly, departments need to develop and adopt standardized assignments for assessment.</p>	
<p><b>AA-E1: To what extent do students use assessment results to modify their learning in order to enhance their educational progress?</b></p> <p>Student use of assessment data to modify their learning is moderate. According to a focus group student survey administered in fall 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. Such results indicate that more than half of Jefferson students use assessment data to guide their learning. In contrast, only 18% said that they would discuss their grades/assignments with a teacher to get a better grade. Overall, teacher/student surveys, student work products, and teacher lesson plans and rubrics provide evidence that most students use assessment data to achieve the expected ESLRs 2 and 6. Students who fail two or more classes are placed on Academic Probation. In order to modify their learning to improve their academic achievement, they are offered remediation strategies such as tutoring, counseling, intersession, adult school, and a 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 improve mentoring and guidance systems so students are coached in utilizing available resources.</p> <p>The findings in this section suggest one area for improvement. The school needs to more effectively coach students in utilizing resources to improve their academic performance.</p>	<p>Focus Group Student Survey Fall 2000</p> <p>Teacher lesson plans and rubrics</p>
<p><b>AA-E2: To what extent do the school district and community regularly review student progress toward accomplishing the expected school wide learning results?</b></p> <p>The school district and community annually review student progress</p>	<p>Stanford scores</p>

<p>toward the ESLRs. Typically this is accomplished when Stanford 9 Test scores, the School Accountability Report, competency test results, the University of California/California State University A-G pass/fail rate, retention rates, attendance data, and transfer/suspension rates are released to schools and to the public. Test achievement data is distributed and reviewed in staff meetings. Teachers use department meetings to further examine student progress as defined by the Stanford 9 and other school assessments.</p>	<p>District competency test results</p>
<p>The central District offices mail Stanford 9 student scores to parents every summer. Additionally, the School Accountability Report is published and made available on the district Web site. As per district guidelines, parents receive Progress Reports and Report Cards every four weeks directly from the school. In addition, the Board of Education uses the Academic Placement Index (API) and other assessment measures to track student achievement.</p>	<p>School accountability report</p>
<p><b>AA-E2: To what extent are assessment results reported regularly to the entire school community?</b></p>	<p>Progress reports and report cards</p>
<p>Assessment data is widely publicized to all stakeholder groups. Students and parents receive progress report cards every four weeks. High achieving students are recognized through the posted Honor Roll List and at the Honor Roll Reception. Low performing students and their parents are initially notified by mail and at parent-student conferences of their Academic Probation status. Certified letters follow up when non-attendance/non-participation becomes a problem. Additionally, assessment results and strategies are presented at the Parent Advisory Committee (PAC) and Bilingual Advisory Committee (BAC) Meetings. PAC and BAC Meeting agendas have included items like the Stanford 9 Tests, LAUSD standards, ESLRs, and the implications of the High School Exit Exam testing which begins in Spring 2001.</p>	<p>Honor roll list</p>
<p>The school's API ranking, based on Stanford 9 scores, is published in the <i>LA Times</i> Newspaper. Assessment data is also discussed at "Back-to-School" and "Parent-Teacher Conference" Nights. Teacher or parent-initiated conferences provide parents with additional forums to discuss their student's academic performance. Other strategies to communicate student achievement and behavior include: third and fifth day absence phone calls, phone master calls on attendance, senior parent conferences on attendance, Senior Fail notices, Senior Activities Contract, and suspension conferences. Although student achievement data is communicated through these various strategies, parents have indicated a need for additional training to help them interpret and understand the data to improve student learning.</p>	<p>Master calendar</p>
<p>The finding from this section suggests one growth area. Parents need additional training in interpreting and understanding achievement data.</p>	<p>Honor Roll Reception brochure</p>
<p></p>	<p>Academic Probation list and memo</p>
<p></p>	<p>PAC/BAC meeting agendas</p>
	<p>API ranking</p>
	<p><i>Los Angeles Times</i></p>
	<p>Back to School/Parent Teacher Conference</p>

<b>AA-E3: To what extent does the assessment of the ESLRs drive the school's program development and resource allocation?</b>	SAT/ACT test results
<p>The ESLRs are consistent with our Vision/Philosophy and district and state standards. Our ongoing analysis of student needs drives the allocation of schoolwide resources. The school collects a variety of assessment data on student performance such as student work, performance assignments SAT/ACT, Stanford 9, and District Proficiency Tests. School site and district staff refer to this data in discussions regarding programs, services, and resource allocation.</p>	Mater Schedule
<p>Assessment data is used to modify the school program and drive resource allocation. Examples below indicate how assessment data has been used to direct key school decisions about resources and programs.</p>	Trade Tech Program
<ul style="list-style-type: none"> <li>• <b>LITERACY:</b> Low total reading scores on the Stanford 9 and Gates McGinitie Reading Test led to a revamping of the curriculum for the English 9A double-hour block. Three years ago, the second hour was restructured as a literacy period where students read silently, practice test taking skills, and improve study skills. Currently, staff members are reviewing comprehensive reading intervention programs that will be funded and implemented in Fall 2001. Contacts have been made and funds encumbered to provide ongoing staff development on effective strategies to assist low level readers to access the curriculum.</li> </ul>	PAC/BAC bridges
<ul style="list-style-type: none"> <li>• <b>ACADEMIC PROBATION:</b> In 1999, the school implemented the Academic Probation policy. A 7<sup>th</sup> period class was added to the Master Schedule to provide students an opportunity to improve their academic achievement. Funds were earmarked to pay for coordination and teaching staff. A windfall of state grant money last year was specifically directed to purchase supplemental literacy materials (books, visual aids, and magazines).</li> </ul>	Student enrichment flyers
<ul style="list-style-type: none"> <li>• <b>TRADE TECH:</b> In 1994, the D Track Trade Tech Program was established. It provides students with another avenue for achieving academic success.</li> </ul>	SAT prep class flyers
<ul style="list-style-type: none"> <li>• <b>CATEGORICAL PROGRAMS:</b> Categorical Programs use the Gates McGinitie and other language assessment instruments to determine student needs which require supplemental personnel and materials.</li> </ul>	Student Success Team outline
<ul style="list-style-type: none"> <li>• <b>OPPORTUNITIES FOR HIGH-ACHIEIVING STUDENTS:</b> Advanced Placement classes, Honors sections, and Santa Monica College classes are available to high performing students. Within the last few years, students have been afforded an opportunity to participate in a SAT prep class.</li> </ul>	Adult School
<ul style="list-style-type: none"> <li>• <b>ACADEMIC SUPPORT:</b> Resources are also focused on low performing students. Several school programs such as the Student Success Team, Tutoring, Adult School Reading Classes, and Upward Bound Programs are focused on motivating students and raising skill levels. Greater understanding and utilization of these school programs would further enhance student achievement.</li> </ul>	Upward Bound programs
<p>The Digital High School Grant has focused a major school resource toward improving student achievement through the acquisition of hardware, software, and staff training. Technology workshops have been developed for students and teachers to increase their proficiency.</p>	Digital High School
<p>Overall, the self-study process has revealed that we do not fully</p>	Technology workshop sign-in Sheets

understand how to most effectively use data to drive the school's program development and resource allocation. Despite comprehensive school efforts, low student achievement persists. Additional training on data use and interpretation will help the Jefferson faculty implement and utilize a data-driven system for continuous improvement.

The findings in this section suggest two areas for improvement. First, we need to train staff on data interpretation. Secondly, we need to train staff in how to effectively use data to improve the instructional program.

### **STRENGTHS**

1. Teachers employ a variety of assessment strategies and techniques.
2. Teachers use assessment results to modify their curriculum and instruction.
3. The English Department uses several types of tests to assess reading comprehension.
4. The school provides many opportunities for parent-teacher communication.
5. Jefferson High faculty and administration have made an effort to direct resources to improve the literacy and general content area skills of our students.
6. The school provides a number of intervention strategies to increase achievement.

### **GROWTH AREAS**

1. Core departments need to adopt and consistently use writing rubrics.
2. Core departments need to continue efforts to require all teachers to use assessment strategies to provide consistency within the departments.
3. Departments must systematically reteach skills.
4. Core departments need to develop and adopt standardized assignments for assessments.
5. Students need to be encouraged to use resources to improve their academic performance.
6. Provide parents with additional training in interpreting and utilizing achievement data.
7. Teachers need additional training on data interpretation and use to improve the instructional program.

# **Schoolwide Action Plan**

## **Chapter V**

“The title of my drawing is ‘Striving to Improve Student Achievement.’ ”  
Jason Ariza, grade 12, e.BAM Career Interest Path

# THOMAS JEFFERSON HIGH SCHOOL OVERVIEW OF SCHOOLWIDE ACTION PLAN

## Growth Area I:

### **Improve the instructional program by focusing on reading literacy.**

Target #1:

All ninth grade students, including upper level English as a Second Language (ESL) as well as special education students, scoring at or below the fourth grade reading levels on the Standardized Test for the Assessment of Reading and/or Gates McGinitie reading test will increase their reading by at least two grade levels by the end of their ninth grade school year.

Target #2:

By June 2003, all teachers will incorporate the following strategies into their curriculum:

- a. content-area reading strategies.
- b. English Language Development strategies for ESL, special education, and African-American students.

## Growth Area II:

### **Improve student learning by fully implementing Jefferson HS's nine Career Interest Paths (CIPs).**

Target #1: Create a 2001-2002 Master Schedule that encourages interdisciplinary instruction, teacher collaboration, and linking of selected courses

Target #2: Use a variety of activities and strategies to promote the CIPs.

Target #3: Provide ongoing professional development opportunities that enable teachers to provide quality, standards-based instruction within the CIPs.

Target #4: Strengthen our school-to-career connections by cultivating career specific opportunities for students and teachers.

## Growth Area III:

### **Increase communication, collaboration and participation among all stakeholders, especially parents and community.**

Target #1:

Effectively utilize existing avenues of communication to increase stakeholder participation.

Target #2:

Provide ongoing opportunities for stakeholders to collaborate to increase student achievement.

## Growth Area IV:

### **Increase student acceptance of responsibility for their own learning.**

Target #1: By July 2003, the school will create Student Growth Portfolios to be used in Mentor/Advisory Groups.

Target #2: By July 2004, specific Mentor/Advisory Groups will be created and implemented. These groups will use the Student Growth Portfolios to help students understand their responsibilities as students.

## THOMAS JEFFERSON HIGH SCHOOL SCHOOLWIDE ACTION PLAN

### Growth Area I:

**Improve the instructional program by focusing on reading literacy.**

### Rationale:

Increased levels of literacy will result in higher achievement scores and greater student achievement of the Expected Schoolwide Learning Results (ESLRs). Data analysis shows that 83% of our ninth grade students score at the 17<sup>th</sup> percentile in Total Reading on the Stanford 9 and read at or below the fourth grade reading level. A high retention rate between ninth and 10<sup>th</sup> grades indicates that low levels of literacy negatively impact our students in all their courses of study.

### ESLRs addressed:

ESLR #2—Students will be effective users of language who listen, read, write and research critically and thoroughly.  
ESLR #6—Students will be academically competent students who demonstrate mastery of state and district content standards.

**Specific Growth Target #1:** All ninth grade students, including upper level English as a Second Language (ESL) as well as special education students, scoring at or below the fourth grade reading levels on the Standardized Test for the Assessment of Reading (STAR) and/or Gates McGinitie reading test will increase their reading by at least two grade levels by the end of their ninth grade school year.

ACTION STEPS	RESPONSIBLE PERSON(S)	RESOURCES	TIME-LINE	ASSESSMENT PROCEDURES	REPORT OF PROGRESS
1. Explore various secondary level reading intervention programs such as Breaking the Code, Language <sup>1</sup> , and Corrective Reading.	<ul style="list-style-type: none"> <li>English Department Chair</li> <li>English teacher</li> <li>Assistant Principal (Curriculum and Instruction)</li> </ul>	<ul style="list-style-type: none"> <li>Jefferson "New" Middle School</li> <li>Los Angeles Unified School District Reading and English Unit</li> <li>Third Street Annex</li> </ul>	December 2000-February 2001	<ul style="list-style-type: none"> <li>Record information and evaluate appropriateness of secondary reading literacy program for Jefferson HS</li> </ul>	<ul style="list-style-type: none"> <li>Report to School Site Leadership Council (SSLC) and faculty</li> </ul>

2. Select a skills-based reading intervention program for ninth grade students reading at or below the fourth grade reading level.	<ul style="list-style-type: none"> <li>Title I Coordinator</li> <li>Bilingual Coordinator</li> <li>English teachers</li> <li>Library media personnel</li> <li>Support personnel</li> </ul>	<ul style="list-style-type: none"> <li>Title I funds</li> <li>Bilingual funds</li> <li>Grants</li> <li>Literacy funds</li> </ul>	May 2001	<ul style="list-style-type: none"> <li>Final selection of reading intervention program</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>
3. Create a specific subcommittee to explore strategies for reading literacy program implementation (e.g., select staff, time slot, course title).	<ul style="list-style-type: none"> <li>Title I Coordinator</li> <li>Bilingual Coordinator</li> <li>English teachers</li> <li>Library media personnel</li> <li>Counselors</li> <li>Support personnel</li> </ul>	<ul style="list-style-type: none"> <li>Title I funds</li> <li>Bilingual funds</li> <li>Grants</li> <li>Literacy funds</li> </ul>	May 2001 and ongoing	<ul style="list-style-type: none"> <li>Written document that outlines policies, procedures, and logistics</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, counseling staff, Bilingual Advisory Council (BAC), Parent Advisory Council (PAC), and faculty</li> </ul>
4. Articulate with feeder middle schools to identify incoming ninth grade students reading at or below the fourth grade.	<ul style="list-style-type: none"> <li>Assistant Principal (Curriculum and Instruction)</li> <li>Counselors</li> <li>Assistant Principal (Student Counseling Services)</li> </ul>	<ul style="list-style-type: none"> <li>STAR test</li> <li>Gates McGinitie reading test</li> </ul>	March-June 2001	<ul style="list-style-type: none"> <li>Published list of targeted students</li> <li>Student reading test results</li> <li>Calendar of testing schedule at middle school</li> </ul>	<ul style="list-style-type: none"> <li>Report to faculty, SSLC, and counseling staff</li> </ul>
5. Create ninth grade schedule that features the selected reading literacy intervention program.	<ul style="list-style-type: none"> <li>Curriculum and Instruction Committee</li> <li>Assistant Principal (Curriculum and Instruction)</li> <li>Assistant Principal (Student Counseling Services)</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time</li> <li>Reading literacy program guidelines</li> <li>Student reading test results</li> </ul>	May 2001	<ul style="list-style-type: none"> <li>Master Schedule 2001-2002 reflects ninth grade schedule</li> </ul>	<ul style="list-style-type: none"> <li>Report to Curriculum and Instruction Committee, SSLC, PAC, BAC, and faculty</li> </ul>



6. Provide professional development training for teachers participating in new reading literacy program.	<ul style="list-style-type: none"> <li>Professional Development Coordinator</li> <li>Title I Coordinator</li> <li>English Department chairs</li> <li>Assistant Principal (Curriculum and Instruction)</li> </ul>	<ul style="list-style-type: none"> <li>SB 1882 funds</li> <li>Title I funds</li> <li>Rodriguez Consent Decree funds</li> <li>Bilingual funds</li> <li>Grants</li> </ul>	Intensive reading literacy program training April- June 2001, plus ongoing follow-up	<ul style="list-style-type: none"> <li>Number of teachers trained</li> <li>Training dates</li> <li>Agendas</li> <li>Sign-in sheets</li> </ul>	<ul style="list-style-type: none"> <li>Report to Curriculum and Instruction Committee, SSLC, and faculty</li> </ul>
7. Implement selected reading literacy program.	<ul style="list-style-type: none"> <li>Counselors</li> <li>Assistant Principal (Student Counseling Services)</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Programming time</li> <li>Student reading test results</li> <li>Training</li> </ul>	July 2001 and ongoing	<ul style="list-style-type: none"> <li>Program cards for ninth grade students enrolled in the reading intervention program</li> <li>Development of common instructional guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Report to Curriculum and Instruction Committee, SSLC, and faculty</li> </ul>
8. Provide faculty with time to evaluate the effectiveness of the reading literacy intervention program.	<ul style="list-style-type: none"> <li>Assistant Principal (Curriculum and Instruction)</li> <li>Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time</li> <li>Pre- and post-program reading assessment results</li> </ul>	October-June 2002	<ul style="list-style-type: none"> <li>Analysis of pre- and post-program reading assessments</li> <li>Meeting minutes</li> <li>Achievement of students in reading literacy program (pass rate)</li> </ul>	<ul style="list-style-type: none"> <li>Report to Curriculum and Instruction Committee, SSLC, PAC, BAC, and faculty</li> </ul>

<p>9. Develop a plan of action for ninth grade students who continue to read below grade level after a full year of reading literacy instruction.</p>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction Committee</li> <li>• Assistant Principal (Student Counseling Services)</li> <li>• Counselors</li> <li>• Professional Development Coordinator</li> <li>• Assistant Principal (Curriculum and Instruction)</li> <li>• Title I Coordinator</li> <li>• English Department Chairperson</li> <li>• Participating English teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Title I funds</li> <li>• Bilingual funds</li> <li>• District/State funds</li> <li>• Grants</li> <li>• Meeting time</li> <li>• Analysis of pre- and post-program reading assessments</li> </ul>	<p>December 2001-February 2002</p>	<ul style="list-style-type: none"> <li>• Number of teachers implementing program</li> <li>• Pre- and post-program reading assessment results</li> <li>• Number of students meeting growth target</li> <li>• Action plan for 10<sup>th</sup> grade students who continue to read below grade level</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC, PAC, BAC, and faculty</li> </ul>
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**Specific Growth Target #2:** By June 2003, all teachers will incorporate the following strategies into their curriculum:

- a. content-area reading strategies.
- b. English Language Development strategies for ESL, special education, and African-American students.

ACTION STEPS	RESPONSIBLE PERSON(S)	RESOURCES	TIME-LINE	ASSESSMENT PROCEDURES	REPORT OF PROGRAM
1. Select/contract staff development provider(s) for in-services involving: a.) content-area reading strategies. b.) English Language Development strategies for students with special needs specifically ESL, special education and African-American students.	<ul style="list-style-type: none"> <li>Administration</li> <li>Professional Development Coordinator</li> <li>District H support staff</li> </ul>	<ul style="list-style-type: none"> <li>SB 1882 funds</li> <li>Grant funds</li> <li>District H Literacy funds</li> <li>School Literacy Fund</li> </ul>	April 2001-June 2001	<ul style="list-style-type: none"> <li>Signed contract agreements with in-service providers</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>
2. Provide teachers with training in: a.) content-area reading strategies. b.) English Language Development strategies for students with special needs specifically ESL, special education and African-American students.	<ul style="list-style-type: none"> <li>Contracted providers</li> <li>Professional Development Coordinator</li> <li>Assistant Principal (Curriculum and Instruction)</li> </ul>	<ul style="list-style-type: none"> <li>SB 1882 funds</li> <li>Grant funds</li> <li>District H literacy funds</li> <li>School literacy funds</li> </ul>	Initial training July 2001-June 2002, with ongoing follow-up training	<ul style="list-style-type: none"> <li>Teacher training sign-in sheets</li> <li>Training agendas</li> <li>Training evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, BAC, PAC, and faculty</li> </ul>
3. Plan and schedule ongoing teacher time to discuss incorporation of new strategies into content area curriculum.	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Assistant Principal (Curriculum and Instruction)</li> </ul>	<ul style="list-style-type: none"> <li>SB 1882</li> <li>Title I funds</li> <li>Bilingual funds</li> <li>Meeting time</li> </ul>	December 2001 and ongoing	<ul style="list-style-type: none"> <li>Teacher survey</li> <li>Log of scheduled time</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>

4. Teachers implement new strategies.	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Assistant Principal (Curriculum and Instruction)</li> <li>Administrative staff</li> </ul>	<ul style="list-style-type: none"> <li>SB1882</li> <li>Title I funds</li> <li>Bilingual funds</li> </ul>	July 2002-ongoing	<ul style="list-style-type: none"> <li>On-going monitoring of new strategies implementation in classrooms</li> <li>Analysis of improvement of student pass rate</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>
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# THOMAS JEFFERSON HIGH SCHOOL SCHOOLWIDE ACTION PLAN

## Growth Area II:

Improve student learning by fully implementing Career Interest Paths (CIPs).

## Rationale:

Providing students with high-interest curricula in supportive, motivated smaller learning communities will ensure that all students reach their academic potential and maximize their high school experience.

## ESLRs addressed:

ESLR 2—Students will be effective users of language who listen, read, write and research critically and thoroughly.

ESLR 4—Students will be life long learners who develop a personal education and career plan.

ESLR 6—Students will be academically competent students who demonstrate mastery of state and district content standards.

**Specific Growth Target #1:** Create a 2001-2002 Master Schedule that encourages interdisciplinary instruction, teacher collaboration, and linking of selected courses

ACTION STEPS	RESPONSIBLE PERSON(S)	RESOURCES	TIME-LINE	ASSESSMENT PROCEDURES	REPORT OF PROGRESS
1. In-service department chairs, CIP facilitators, and counselors on workings of a Master Schedule.	<ul style="list-style-type: none"> <li>Assistant Principal (Student Counseling Services)</li> <li>Counselors</li> <li>Department chairs</li> <li>CIP facilitators or representatives</li> <li>Professional Development Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Sample Jefferson HS Master Schedule</li> <li>Sample Master Schedules from other year-round schools</li> <li>Meeting time</li> </ul>	March-June 2001 and ongoing	<ul style="list-style-type: none"> <li>Meeting agendas</li> <li>Meeting sign-in sheets</li> <li>Participant survey</li> </ul>	<ul style="list-style-type: none"> <li>Report to School Site Leadership Council (SSLC), Goals 2000 Committee, and faculty</li> </ul>

2. CIP facilitators and counseling staff make decisions about specific CIP content for the 2001-2002 school year (e.g., course sequencing, elective offerings, course linking, platooning).	<ul style="list-style-type: none"> <li>CIP facilitators or representatives</li> <li>CIP stakeholders</li> <li>Designated administrators</li> <li>Assistant Principal (Student Counseling Services)</li> </ul>	<ul style="list-style-type: none"> <li>Projected student enrollment for 2001-2002 school year</li> <li>Meeting time</li> </ul>	March-June 2001	<ul style="list-style-type: none"> <li>Written CIP proposals for the 2001-2002 school year</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>
3. Department chairs, CIP facilitators, and counselors meet to discuss the Master Schedule for the 2001-2002 school year	<ul style="list-style-type: none"> <li>Counselors</li> <li>Assistant Principal (Student Counseling Services)</li> <li>Principal</li> <li>Department chairs</li> <li>CIP facilitators or representatives</li> </ul>	<ul style="list-style-type: none"> <li>Written CIP Proposal for the 2001-2002 school year</li> <li>Meeting time</li> </ul>	March-June 2001 and ongoing	<ul style="list-style-type: none"> <li>Meeting sign-in</li> <li>Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>
4. Investigate aligning counseling and support services with CIPs.	<ul style="list-style-type: none"> <li>Goals 2000</li> <li>Administrators</li> <li>CIP Facilitator/Representatives</li> <li>CIP Stakeholders</li> <li>Counselors</li> <li>Deans</li> <li>Support Personnel</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time</li> <li>Research on schools who have realigned support staff</li> </ul>	January 2001-July 2002	<ul style="list-style-type: none"> <li>Meeting Minutes</li> <li>Meeting sign-in sheets</li> <li>Written Proposal for Realigning Support Services</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>
5. Investigate restructuring school schedule and facilities use.	<ul style="list-style-type: none"> <li>Goals 2000 Committee</li> <li>Administrators</li> <li>CIP facilitators or representatives</li> <li>CIP Stakeholders</li> <li>Department chairs</li> <li>Plant Manager</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time</li> <li>Research on alternative schedules</li> </ul>	July 2001-June 2003	<ul style="list-style-type: none"> <li>Meeting Minutes</li> <li>Meeting sign-in sheets</li> <li>Written proposal for restructuring</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>

**Specific Growth Target #2: Use a variety of activities and strategies to promote the CIPs.**

ACTION STEPS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	ASSESSMENT PROCEDURES	REPORT OF PROGRESS
1. Coordinate with feeder middle schools to ensure that students are supported in selecting appropriate CIPs by: a.) disseminating CIP informational flyers to eighth grade students and parents. b.) guiding students in CIP selection.	<ul style="list-style-type: none"> <li>Assistant Principal (Student Counseling Services)</li> <li>Counselors</li> <li>Career Advisor</li> <li>CIP facilitators</li> <li>Eighth grade middle school teachers</li> </ul>	<ul style="list-style-type: none"> <li>Bilingual CIP informational flyers</li> <li>Career aptitude/interest assessment</li> <li>Time to counsel middle school students in CIP selection</li> <li>Designated person to oversee middle school coordination</li> </ul>	March-June 2001 and ongoing	<ul style="list-style-type: none"> <li>Bilingual CIP informational flyers</li> <li>School calendar</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>
2. Present CIP recruitment program at feeder middle schools.	<ul style="list-style-type: none"> <li>Assistant Principal (Student Counseling Services)</li> <li>CIP facilitators or representatives</li> <li>CIP stakeholders</li> <li>Counselors</li> <li>Leadership Class</li> </ul>	<ul style="list-style-type: none"> <li>Class coverage</li> <li>Bilingual CIP informational flyers</li> <li>Transportation to middle schools</li> <li>Meeting time</li> </ul>	March-June 2001 and ongoing	<ul style="list-style-type: none"> <li>School calendar</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>
3. Develop a plan for a CIP evening program for eighth grade students and parents.	<ul style="list-style-type: none"> <li>All administrators</li> <li>CIP facilitators or representatives</li> <li>CIP stakeholders</li> <li>Counselors</li> <li>Leadership Class</li> <li>Goals 2000</li> </ul>	<ul style="list-style-type: none"> <li>Space</li> <li>Meeting time</li> <li>Refreshments</li> <li>Bilingual CIP informational flyers</li> </ul>	Fall 2002 and ongoing	<ul style="list-style-type: none"> <li>School calendar</li> <li>Program agenda</li> <li>Evaluations from parents in audience for CIP evening program</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>

4. Explore the idea of organizing ninth grade orientation by CIPs.	<ul style="list-style-type: none"> <li>• Assistant Principal (Student Counseling Services)</li> <li>• Principal</li> <li>• Counselors</li> <li>• SSLC</li> <li>• Goals 2000</li> <li>• CIP facilitators or representatives</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time</li> <li>• CIP orientation models</li> </ul>	Fall 2001 and ongoing	<ul style="list-style-type: none"> <li>• CIP orientation agenda</li> <li>• School calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>
5. Coordinate schoolwide CIP fairs, CIP assemblies, weekly CIP meetings, CIP exhibition and demonstrations at Open House.	<ul style="list-style-type: none"> <li>• CIP facilitators or representatives</li> <li>• CIP stakeholders</li> <li>• Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time</li> <li>• -Meeting Space</li> </ul>	July 2001-June 2002 and ongoing	<ul style="list-style-type: none"> <li>• School calendar</li> <li>• Assembly agendas</li> <li>• Weekly meeting agendas</li> <li>• Parent Conference</li> <li>• Night agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>
6. Provide CIPs with resources to create, publish, and disseminate CIP newsletters.	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• CIP facilitators or representatives</li> <li>• CIP stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Clerical assistance (copying and distributing)</li> <li>• Computer access</li> </ul>	July 2001 and ongoing	<ul style="list-style-type: none"> <li>• CIP newspapers</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>



**Specific Growth Target #3:** Provide ongoing professional development that enables teachers to provide quality standards-based instruction within the CIPs.

ACTION STEPS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	ASSESSMENT PROCEDURES	REPORT OF PROGRESS
1. In-service all teachers in: a.) standards-based instruction. b.) teaming concepts. c.) interdisciplinary, thematic instruction. d.) content-specific technology training. e.) writing strategies.	<ul style="list-style-type: none"> <li>Professional Development Coordinator</li> <li>Assistant Principal (Curriculum and Instruction)</li> <li>Technology Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>America's Choice</li> <li>Local District H support staff</li> <li>Los Angeles Educational Partnership</li> <li>SB 1882 funds</li> <li>Rodriguez Consent Decree funds</li> <li>Digital High School Grant</li> <li>Jan Schaffer</li> <li>Grant funds</li> <li>College Board/Advanced Placement</li> </ul>	July 2001 and ongoing	<ul style="list-style-type: none"> <li>Training agendas</li> <li>Teacher sign-in sheets</li> <li>Teacher-created units of instruction featuring interdisciplinary, standards-based, technology, and/or writing-intensive lessons</li> </ul>	<ul style="list-style-type: none"> <li>Report progress to SSLC, Goals 2000 Committee, and faculty</li> </ul>
2. Plan and schedule for teacher time to dialog and refine CIPs (e.g., create curricula, implement teaming strategies, plan/coordinate parent outreach).	<ul style="list-style-type: none"> <li>Professional Development Coordinator</li> <li>Assistant Principal (Curriculum and Instruction)</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time</li> <li>SB 1882 funds</li> <li>Rodriguez Consent Decree funds</li> <li>Grant funds</li> </ul>	July 2001 and ongoing	<ul style="list-style-type: none"> <li>Meeting sign-in sheets</li> <li>Written work products</li> </ul>	<ul style="list-style-type: none"> <li>Report progress to SSLC, Goals 2000 Committee, and faculty</li> </ul>
3. In-service CIP facilitators in capacity building, leadership training, and meeting facilitation techniques.	<ul style="list-style-type: none"> <li>Professional Development Coordinator</li> <li>Assistant Principal (Curriculum and Instruction)</li> </ul>	<ul style="list-style-type: none"> <li>SB 1882 funds</li> <li>Rodriguez Consent Decree</li> <li>Grant funds</li> <li>Coalition of Essential Schools</li> <li>UCLA School of Management and Center X</li> </ul>	July 2001 and ongoing	<ul style="list-style-type: none"> <li>In-service sign-in sheets</li> <li>In-service agendas</li> <li>Teacher log about implementation of new techniques</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>

4. Investigate alternative use of school budget to fund support services to CIPs.	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal (Curriculum and Instruction)</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time</li> <li>School Budgets</li> <li>Meeting time</li> </ul>	July 2001 and ongoing	<ul style="list-style-type: none"> <li>Analysis of school budget and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>
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**Specific Growth Target #4:** Strengthen school-to-career connections by cultivating career specific opportunities for students and teachers.

ACTION STEPS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	ASSESSMENT PROCEDURES	REPORT OF PROGRESS
1. Align CIPs with student interests, employment forecasts, industry demands, and community needs.	<ul style="list-style-type: none"> <li>Goals 2000 Committee</li> <li>Administrators</li> <li>Career Advisor</li> <li>CIP facilitators or representatives</li> <li>CIP stakeholders</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Meeting time</li> <li>Clerical assistance (to tabulate the survey)</li> <li>Los Angeles Chamber of Commerce</li> <li>Rand Institute</li> <li>University of California-Los Angeles School of Management</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Tabulated surveys</li> <li>Collected data</li> <li>Realigned CIPs</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>
2. Expand the Career Advisor Position to include community-CIP interface and coordination of CIP school-to-career opportunities.	<ul style="list-style-type: none"> <li>Principal</li> <li>CIP facilitators or representatives</li> <li>Goals 2000 Committee</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time</li> </ul>	July 2001 and ongoing	<ul style="list-style-type: none"> <li>Expanded Career Advisor Job Description</li> <li>Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>
3. Develop CIP Community Advisory Boards that will work with the Career Advisor to cultivate school-to-career opportunities.	<ul style="list-style-type: none"> <li>Principal</li> <li>Career Advisor</li> <li>CIP facilitators</li> <li>Goals 2000</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time</li> <li>10% of Career Advisor's Position</li> <li>Small Learning Community Planning Grant</li> </ul>	January 2002 and ongoing	<ul style="list-style-type: none"> <li>Creation of Career Advisory Board</li> <li>Written monthly updates</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>

4. Create and maintain internships, apprenticeships, and job shadowing opportunities for students and teachers.	<ul style="list-style-type: none"> <li>• Career Advisor</li> <li>• CIP facilitators or representatives</li> <li>• District H support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time</li> <li>• Transportation for students</li> <li>• 25% of Career Advisor's position</li> </ul>	July 2002 and ongoing	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Database of internships and</li> <li>• Job shadowing opportunities</li> <li>• Student graduation portfolios</li> <li>• Teacher lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>
5. Articulate with local resources to offer career-specific classes/programs where students can begin logging hours required for state/industry certification (e.g., Adult School, ROP, community colleges).	<ul style="list-style-type: none"> <li>• Career Advisor</li> <li>• College counselor</li> <li>• CIP facilitators or representatives</li> <li>• Assistant Principal (Student Counseling Services)</li> <li>• Assistant Principal (Curriculum and Instruction)</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time</li> <li>• 10% of Career Advisor's position</li> <li>• America's Choice</li> <li>• Los Angeles Unified School District (LAUSD)</li> <li>• Office of School Reform</li> <li>• LAUSD</li> <li>• Partnership Academics Office</li> <li>• California Department of Education</li> <li>• State certification organizations</li> <li>• Community colleges</li> </ul>	January 2002 and ongoing	<ul style="list-style-type: none"> <li>• Written description of community college-high school articulation agreements</li> <li>• Student enrollment</li> <li>• Data in community college-high school programs</li> <li>• Meeting minutes</li> <li>• Phone logs</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC, Goals 2000 Committee, and faculty</li> </ul>

## THOMAS JEFFERSON HIGH SCHOOL SCHOOLWIDE ACTION PLAN

### Growth Area III:

**Increase communication, collaboration and participation among all stakeholders, especially parents and community.**

### Rationale:

Increased collaboration between parents, students, teachers, staff, and community members will ensure that academic and personal potential is realized. Jefferson teachers and parents are partners in the school's efforts to increase student achievement and personal excellence.

### ESLRS Addressed:

ESLR 2—Students will be effective users of language who listen, read, write and research critically and thoroughly.

ESLR 6—Students will be academically competent students who demonstrate mastery of state and district content standards.

**Specific Growth Target #1:** Effectively utilize existing avenues of communication to increase stakeholder participation.

ACTION STEPS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	ASSESSMENT PROCEDURES	REPORT OF PROGRESS
1. Maximize parent outreach to include: a.) regular advertisement of meetings, events, and school activities on the school marquee. b.) expand school mailer system to include community invitations to school events and activities.	<ul style="list-style-type: none"> <li>Administrator or designee responsible for school calendar and publicity</li> <li>Teacher sponsoring the event or activity</li> <li>Computer Room designee</li> </ul>	<ul style="list-style-type: none"> <li>Computer designated for marquee input in Assistant Principal's Office</li> <li>School mail</li> </ul>	July 2001 and ongoing	<ul style="list-style-type: none"> <li>Marquee notes/meeting lists</li> <li>Logs indicating the number of meetings and activities advertised, and the number of invitations sent and by whom</li> </ul>	<ul style="list-style-type: none"> <li>Observation of marquee</li> <li>Report of progress to School Site Leadership Council (SSLC), and faculty</li> </ul>

2. Expand "suggestion box" concept to solicit ideas about how to improve the school and specifically how to increase collaboration and participation.	<ul style="list-style-type: none"> <li>Human Relations Committee</li> <li>Administrators</li> <li>Title I and Bilingual Coordinators</li> <li>Leadership Class</li> </ul>	<ul style="list-style-type: none"> <li>Box and forms</li> <li>Time for designee(s) to promote "suggestion box" with various stakeholder groups</li> <li>Meeting times for stakeholder groups to discuss solutions</li> </ul>	July 2001-2006	<ul style="list-style-type: none"> <li>Suggestions and solutions published in school newspaper</li> <li>Meeting minutes feature decisions and responses of appropriate stakeholder groups</li> </ul>	<ul style="list-style-type: none"> <li>Final decisions reported during school faculty meetings</li> <li>Report to SSLC and faculty</li> </ul>
3. Expand use of school intranet.	<ul style="list-style-type: none"> <li>Technology Coordinator</li> <li>Department chairs</li> </ul>	<ul style="list-style-type: none"> <li>Digital High School funds</li> <li>Teacher training</li> <li>Computers in each classroom</li> </ul>	July 2003-2006	<ul style="list-style-type: none"> <li>Sign-in sheets from technology training</li> <li>Oral reports at department and Curriculum and Instruction Committee meetings</li> <li>Intranet memorandums stored in digital and paper file</li> </ul>	<ul style="list-style-type: none"> <li>Report to Curriculum and Instruction Committee, SSLC, and faculty</li> </ul>
4. Brainstorm and implement additional strategies to increase parent and community participation.	<ul style="list-style-type: none"> <li>Human Relations Committee</li> <li>Administrators</li> <li>Title I and Bilingual Coordinators</li> <li>Student Leadership Class</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time</li> <li>Categorical Program funds to implement additional strategies</li> </ul>	July 2001-2006	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Written proposals and strategies</li> <li>Parent attendance logs and sign-in sheets</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>

5. Schedule informal stakeholder gatherings to improve school communication and collaboration and participation	<ul style="list-style-type: none"> <li>Professional Development Coordinator</li> <li>Assistant Principal (Curriculum and Instruction)</li> <li>Hospitality Committee</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Space</li> <li>Categorical funds</li> <li>Grant funds</li> <li>SB 1882</li> </ul>	July 2001-2006	<ul style="list-style-type: none"> <li>School Calendar</li> <li>Teacher sign-in sheets</li> </ul>	<ul style="list-style-type: none"> <li>Report to Curriculum and Instruction Committee, SSLC, and faculty</li> </ul>
6. Annually evaluate and modify the school's efforts to improve communication, collaboration, and participation.	<ul style="list-style-type: none"> <li>Administrators</li> <li>Human Relations Committee</li> </ul>	<ul style="list-style-type: none"> <li>Survey meeting time</li> </ul>	June 2002-2005	<ul style="list-style-type: none"> <li>Report of survey results</li> <li>Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>

**Specific Growth Target #2:** Provide opportunities for stakeholders to collaborate to increase student achievement.

ACTION STEPS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	ASSESSMENT PROCEDURES	REPORT OF PROGRESS
1. Target one Buy Back Day per year for specific stakeholder groups to collaborate.	<ul style="list-style-type: none"> <li>Professional Development Coordinator</li> <li>Assistant Principal (Curriculum and Instruction)</li> <li>Title I Coordinator</li> <li>Bilingual Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>SB 1882 funds</li> <li>Grant funds</li> <li>Categorical funds</li> </ul>	July 2001-2006	<ul style="list-style-type: none"> <li>SSLC minutes reflecting policy about using one Buy Back Day for collaboration</li> <li>Staff evaluations of Buy Back Days</li> <li>Buy Back Day agendas</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>
2. Plan and schedule opportunities for off-track teachers to collaborate on projects that improve student achievement (e.g., curriculum creation, vertical articulation, CIP projects).	<ul style="list-style-type: none"> <li>Professional Development Coordinator</li> <li>Assistant Principal (Curriculum and Instruction)</li> <li>CIP facilitators</li> <li>Department chairs</li> </ul>	<ul style="list-style-type: none"> <li>SB 1882 funds</li> <li>Grant funds</li> <li>Categorical funds</li> <li>Local District H funds</li> </ul>	January 2001-2006	<ul style="list-style-type: none"> <li>Memos and bulletins promoting off-track opportunities</li> <li>Teacher logs or sign-in sheets</li> <li>A written plan or product of collaboration that will improve student achievement</li> <li>Classroom evidence of increased stakeholder collaboration (e.g., vertical and horizontal teaming)</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>



3. Evaluate and modify stakeholder collaboration action plan annually.	<ul style="list-style-type: none"> <li>• Assistant Principal (Curriculum and Instruction)</li> <li>• Curriculum and Instruction Committee</li> <li>• Professional Development Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Staff evaluations of Buy Back Days</li> <li>• Meeting time</li> </ul>	Annual evaluations April-June beginning in 2002	<ul style="list-style-type: none"> <li>• Written modifications to the stakeholder collaboration action plan</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC and faculty</li> </ul>
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# **THOMAS JEFFERSON HIGH SCHOOL SCHOOLWIDE ACTION PLAN**

## **Growth Area IV:**

**Increase student acceptance of responsibility for their learning.**

## **Rationale:**

Four focus groups, the Student Committee, and the Spring 2000 Parent, Teacher, and Student Surveys indicate that the school needs to do a better job of guiding students in accepting personal responsibility for their own learning.

## **ESLRs addressed:**

ESLR 2—Students will be effective users of language who listen, read, write and research critically and thoroughly.

ESLR 5—Students will be socially responsible young adults.

ESLR 6—Students will be academically competent students who demonstrate mastery of state and district content standards.

**Specific Growth Target #1:** By July 2003, the school will create Student Growth Portfolios to be used in specific Mentor/Advisory Groups.

ACTION STEPS	RESPONSIBLE PERSON(S)	RESOURCES	TIME-LINE	ASSESSMENT PROCEDURES	REPORT OF PROGRESS
1. Create a student responsibility rubric.	<ul style="list-style-type: none"> <li>Leadership Class</li> <li>Faculty</li> <li>Counselors</li> <li>Administrators</li> <li>Parent Advisory Committee (PAC)</li> </ul>	<ul style="list-style-type: none"> <li>Sample Rubrics</li> <li>Meeting time</li> </ul>	July-December 2002	<ul style="list-style-type: none"> <li>Finished rubric</li> </ul>	<ul style="list-style-type: none"> <li>Report to School Site Leadership Council (SSLC) and faculty</li> </ul>
2. Create a Parent-Student Behavior Contract.	<ul style="list-style-type: none"> <li>Dean's Office</li> <li>Selected teachers</li> <li>Administrators</li> <li>PAC</li> </ul>	<ul style="list-style-type: none"> <li>Current Code of Conduct</li> <li>Meeting time</li> </ul>	July-December 2002	<ul style="list-style-type: none"> <li>Finished contract</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>

3. Create an end-of-the-year Student Self-Evaluation Form.	<ul style="list-style-type: none"> <li>• Career Interest Path (CIP) facilitators</li> <li>• Department chairs</li> <li>• Curriculum and Instruction Committee</li> <li>• Student Life Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time</li> <li>• Sample evaluation forms</li> </ul>	December 2002	<ul style="list-style-type: none"> <li>• Finished evaluation form</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC, Curriculum and Instruction Committee, Student Life Committee, and faculty</li> </ul>
4. Create an end-of-the-year Class Evaluation Form.	<ul style="list-style-type: none"> <li>• CIP facilitators</li> <li>• Department chairs</li> <li>• Curriculum and Instruction Committee</li> <li>• Student Life Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time</li> <li>• Sample evaluation forms</li> </ul>	December 2002	<ul style="list-style-type: none"> <li>• Finished evaluation form</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC, Curriculum and Instruction Committee, and faculty</li> </ul>
5. Departments develop ESLR-related portfolio requirements for each grade level.	<ul style="list-style-type: none"> <li>• All faculty</li> <li>• Department chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Department meeting time</li> </ul>	July 2002-March 2003	<ul style="list-style-type: none"> <li>• Department requirements</li> <li>• Portfolio requirements submitted by department chairs to assigned administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC, Curriculum and Instruction Committee, and faculty</li> </ul>

<p>6. Prepare to implement digital and hard copy portfolios in July 2003 by</p> <p>a) creating schoolwide portfolio guidelines (Curriculum and Instruction Committee).</p> <p>b) providing in-service for teachers on portfolio use.</p> <p>c) negotiating logistics (e.g., storage).</p> <p>d) obtaining materials</p> <p>e) developing common rubrics developed for similar assignments.</p>	<ul style="list-style-type: none"> <li>• Assistant Principal (Curriculum and Instruction)</li> <li>• Curriculum and Instruction Committee</li> <li>• Technology Coordinator</li> <li>• Professional Development Coordinator</li> <li>• Professional Development Subcommittee</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time</li> <li>• SB 1882 funds</li> <li>• Current research</li> <li>• University of California-Los Angeles Center X</li> <li>• Digital High School funds</li> </ul>	<p>July 2002-June 2003</p>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Sign-in sheets</li> <li>• Portfolio guidelines</li> <li>• List of department portfolio assignments</li> <li>• Standardized rubrics</li> <li>• Created portfolio materials</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC and faculty</li> </ul>
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**Specific Growth Target #2:** By July 2004, Mentor/Advisory Groups will be created and implemented. These groups will use the Student Growth Portfolios to help students understand their responsibilities as students.

ACTION STEPS	RESPONSIBLE PERSON(S)	RESOURCES	TIME-LINE	ASSESSMENT PROCEDURES	REPORT OF PROGRESS
1. Provide staff with training on portfolios, mentoring/advising, and special needs students.	<ul style="list-style-type: none"> <li>Professional Development Coordinator</li> <li>Assistant Principal (Student Counseling Services)</li> <li>All stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Staff development days</li> <li>Impact training</li> <li>Portfolio training</li> <li>School Psychologist</li> <li>School Nurse</li> <li>School Social Worker</li> </ul>	July 2003-June 2004	<ul style="list-style-type: none"> <li>Staff sign-in sheets for various training sessions</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>
2. Create a Mentor/Advisory Committee that will develop a schoolwide model for implementation.	<ul style="list-style-type: none"> <li>SSLC</li> <li>CIP facilitators or representatives</li> <li>Assistant Principal (Curriculum and Instruction)</li> <li>School Psychologist</li> <li>Impact Coordinator</li> <li>Assistant Principal (Student Counseling Services)</li> <li>Counselors</li> <li>Student Representatives</li> </ul>	<ul style="list-style-type: none"> <li>Model schedules from other schools</li> <li>Meeting time</li> </ul>	November 2003-January 2004	<ul style="list-style-type: none"> <li>Model for Mentor/Advisory Group implementation</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>
4. Implement schoolwide Mentor/Advisory Groups.	<ul style="list-style-type: none"> <li>All stakeholders</li> <li>Assigned administrators</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time during school day</li> </ul>	July 2004	<ul style="list-style-type: none"> <li>Schedule of Mentor/Advisory Group meetings</li> <li>School calendar</li> <li>Mentor/Advisory Group attendance rosters</li> </ul>	<ul style="list-style-type: none"> <li>Report to SSLC and faculty</li> </ul>

5. Train students in portfolio use.	<ul style="list-style-type: none"> <li>• All stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time during school day</li> </ul>	July 2004	<ul style="list-style-type: none"> <li>• Mentor/Advisory Group attendance rosters</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC and faculty</li> </ul>
6. Use a survey to evaluate effectiveness of Mentor/Advisory Group.	<ul style="list-style-type: none"> <li>• All stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation survey</li> </ul>	October 2004 and ongoing	<ul style="list-style-type: none"> <li>• Finished survey</li> <li>• Analysis of survey</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SSLC, Parent Advisory Council, and Bilingual Advisory Committee</li> </ul>

## **FOLLOW UP PROCESS**

Our School Site Leadership Council (SSLC) which is composed of faculty representatives, administrators, students, parents, and support staff will be responsible for providing the leadership for our follow up progress. The five year implementation plans will be reviewed by the SSLC on a regular basis. Agenda items and minutes will document progress and actions taken. Additionally, Jefferson will seek to expand stakeholder involvement by:

1. Offering interested staff the opportunity to join one of the four action implementation groups. These groups will not only monitor progress of the Schoolwide Action Plans, but also suggest further changes as needed. They will also be responsible for reporting regularly to the SSLC.
2. Administration will discuss the ongoing implementation of the Schoolwide Action Plans during annual 'buy back' or pupil free days and at faculty meetings.
3. SSLC will commit to ensuring that Parent Advisory Councils and other parent groups are informed of Schoolwide Action Plans, their implementation and progress.
4. Articulation with middle schools, facilitated by Local District H, will be planned and scheduled between the middle school and the secondary school personnel.

Other measures that will be taken by SSLC to further ensure execution and maintenance of our Schoolwide Action Plan goals will be:

1. To direct concerns which surface during progress reports to the appropriate sub-committee or administrative office for follow-up and/or action/remedy.
2. Request an annual report outlining data analysis of student's growth in the area of literacy and academic growth of students in various Career Interest Paths (CIP).
3. To survey the faculty and students, as appropriate, on their sense of our progress and accomplishments on each of our Schoolwide Action Plans.
4. Continue to oversee the inclusion of literacy in the content area and standards based instruction/ESLRs in our on going professional development through Curriculum & Instruction (C & I), a subcommittee of SSLC.
5. Support and promote other reform and support programs available to Jefferson that are in alignment with Schoolwide Action Plan. (i.e. AAIA, America's Choice, Small Learning Community Reform, AP Challenge Grant, etc.)
6. Investigate the possibility of developing a flowchart of all school programs that support or are in alignment with our Schoolwide Action Plans. Publish or make this flowchart available to staff and community.

In conjunction with our Schoolwide Action Plans, the core departments will be held responsible for developing department action plans with regards to their needs (i.e. comprehensive assessment plans, regular evaluation of student work, rubrics, vertical teaming, performance standards, portfolio system, etc.).

Ultimately, the responsibility for the Schoolwide Action Plan components will rest with all of the following stakeholders:

1. Local District H
2. Site Administrators
3. School Site Leadership Council
4. Department Chairpersons
5. Career Interest Path Facilitators
6. Staff and Faculty Members
7. Parent Groups
8. Student Leaders



## **APPENDIX**

- A. Relationship Between the School Vision/Philosophy, Principles, and ESLRs
- B. Glossary
- C. School Map
- D. Bell Schedule
- E. Career Interest Paths By Track
- F. Staff Assignment Report
- G. Classified Personnel
- H. Administrative Responsibilities Chart
- I. Fall 2000 Surveys (Students, Teachers, and Parents)
- J. B & C-Track Professional Growth Survey
- K. Extracurricular Clubs, Programs, and Activities
- L. Digital High School Grant Abstract
- M. Pathways to Success Pilot Program Grant Abstract
- N. School Accountability Report Card

## **GLOSSARY**

ADA	Average Daily Attendance
AIAA	Academic Improvement Achievement Act
AP	Advanced Placement
APCH	A Place Called Home
API	Academic Placement Index
AR	Accelerated Reader Program
BAC	Bilingual Advisory Council
BBC	Bilingual Certification of Competency
BCLAD	Bilingual Cross-Cultural Language and Academic Development
Cal SOAP	California Student Opportunity and Access Program
CAP	Capacity Adjustment Program
CATS	Career Advisement and Transition Service
CBI	Community Based Instruction
CBOP	Career Based Outreach Program
CCSCLA	Concerned Citizens of South Central Los Angeles
CIP	Career Interest Path
CLAD	Cross-cultural Language and Academic Development
CSF	California Scholastic Federation
CSU	California State University
DHS	Digital High School
e.BAM	E-commerce, Business, Adventure, and Media
ELL	English Language Learner
EO	English Only
ESL	English as a Second Language
ESLR	Expected Schoolwide Learning Result
FEP	Fluent English Proficiency
FOL	Focus on Learning
GATE	Gifted and Talented Education
ICAP	InterCultural Awareness Program
ICS	Integrated Coordinated Science
IEP	Individualized Educational Program

IMA	Instructional Materials Account
Impact	Intervention program for drug, alcohol and at-risk students
Jeff SHEP	Jefferson Safety Hazard Educational Program
JROTC	Junior Reserve Officer Training Corps.-Army
Key Club	A service club sponsored by Kiwanis
LACOE	Los Angeles County of Education
LAEP	Los Angeles Educational Partnership
LAUSD	Los Angeles Unified School District
LEP	Limited English Proficient
O.T.	Opportunity Transfer
PAC	Parent Advisory Council
Prop. BB	Proposition BB, a statewide school bond initiative
PRP	Preparing to Redesignate Program
RFEP	Redesignated Fully English Proficient
ROC	Regional Occupational Center
ROP	Regional Occupational Program
RSP	Resource Specialist Program
SAT	Scholastic Aptitude Test
SAT-9	Stanford Academic Skills Test
SCYEA	South Central Youth Empowered Through Action
SB 1882	Senate Bill 1882
SB 1969	Senate Bill 1969 Bilingual Certification
SBM	School-Based Management
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SSR	Silent, sustained reading
SST	School Success Team
STAR	Standardized Test for the Assessment of Reading
SYETP	Summer Youth Employment Training Program
TJHS	Thomas Jefferson High School
Trade Tech	Trade Technical College Program
TUPE	Tobacco Use Prevention Education

UC	University of California
UCCS	Urban Community and Cultural Studies
UCLA LOSH	University of California-Los Angeles Labor Occupation Safety Hazards
WASC	Western Association of School and Colleges

## CLASSIFIED PERSONNEL 2000-2001

### Main Office

V. Diaz  
L. Raigoza  
D. Sanchez

### Attendance Office

A. Guevara  
E. Montes  
T. Phillips  
W. Pleitez

### Computer Room

M. Fuentes

### Counseling Office

A. Hernandez  
M. Nichols  
M. Ocampos  
P. Smith-Bull  
J. Vargas

### Support Services

R. Banuelos

### Title I

V. Zavala

### Bilingual Office

M. Quintero

### Health Office

C. Hernandez

### Library

K. Malone

### Dean's Office

B. Martinez

### Bookroom

Y. Andrews

### Trade Tech

E. Barreras  
M. Fabian

### Student's Store

P. Baello  
J. Pena

### Assistant Principals' Office

C. Rodriguez

### Custodial

R. Chanman  
J. DeDios  
J. Fraizer  
R. Gavin  
G. Jackson  
J. Johnson  
R. Jordan  
R. McKinney  
L. Meggerson  
G. Martin  
L. Nelson  
D. Ross  
J. Scott  
P. Sims  
M. Vasquez  
L. Walker

### Community Representatives

R. Manzilla  
P. Mendoza  
P. Sanchez  
M. Soto  
S. Willard

Paraprofessionals

M. Abea  
P. Alfaro  
M. Aguas  
A. Anguiano  
G. Arceo  
G. Burnside  
R. Castellanos  
M. Dafee  
J. Daniels  
H. Espinoza  
M. Hunter  
M. McGee  
G. Mendez  
N. Moreno  
C. Reed  
M. Rodriguez  
J. Roman  
J. Sellers  
T. Smith  
E.Y. Valles  
I. Vasquez  
S. Vasquez  
C. Watson  
V. Zavala

Campus Aides

F. Alvarez  
L. Alvarez  
E. Barreras  
E. Brown  
L. Brown  
P. Calderson  
J. Clemons  
O. Espinoza  
J. Flores  
C. Hughes  
E. Garcia  
M. Mendoza  
J. Resendiz  
R. Reyna  
L. Sheffield  
J. Walker  
S. Willard  
L. Zuniga

Cafeteria

M. Aguila  
G. Barillas  
A. Contreras  
N. Crow  
K. Daniels  
J. Dixon  
A. Dominguez  
C. Duran  
J. Gage  
N. Garcia  
L. George  
L. Gomez  
J. Green  
S. Hatchett  
D. Heard  
A. Hubbard  
R. Ortiz  
R. Ramos  
S. Richard  
M. Roberts  
M. Utha  
M. Vanegas  
L. Warren  
A. Williams  
V. Russel