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I: Student/Community Profile Data

Community and Trends

Thomas Jefferson High School (TJHS) first opened September 11, 1916 making TJHS the fourth oldest school in the Los Angeles Unified School District. After being damaged in the 1933 Long Beach Earthquake, the main campus buildings were rebuilt in the then popular streamline modern style making the Auditorium, Main Building and Art Building some of the best-preserved examples of this style in Los Angeles. TJHS draws from the Historic community of South-Central Los Angeles. Currently, the school is slated to undergo a significant renovation and houses both Historic Thomas Jefferson High School and the Nava College Prep Academy. Student Empowerment Academy, an independent charter school formerly on our site, closed its doors this year.

TJHS has a rich history of prominent alumni, including dancers Alvin Ailey and Dorothy Dandridge, actresses Merry Clayton and Juanita Moore, Academy Award winning art director, John Meehan, singer Etta James, Nobel Peace Prize winner, Ralph Bunche, Congressman Augustus Hawkins, Olympians, professional athletes, politicians, journalists, businessmen, composers, singers, and a whole host of Jazz musicians many of whom played in the famed Central Avenue Jazz clubs.

The school is situated in South Los Angeles, south of Staples Center and LA Live in the newly revitalized South Park district, due east of USC and south of Interstate 10 known as the Santa Monica Freeway. However, proximity to these institutions has yet to positively affect our students' daily lives: Poverty, immigration, low levels of parent education, and teen pregnancy pose significant learning challenges for TJHS students and the school's instructional and support staff capabilities. There are over fifty highly active gangs in the vicinity exacerbating violent crime. The community surrounding the school repeatedly experiences outbreaks of violence, shootings, rape, robbery, assault, sale of narcotics, increased curfew violations, and truancy violations. The recent economic downturn has resulted in more homelessness, loss of jobs, and a general feeling of despair. As the chart shows, recent economic improvements are just beginning to make a difference. Through it all, TJHS proudly continues to be a safe haven amidst a struggling community.

| | | 2010 | 2014 |
|---|-------------------------------|-------------------|-------------------|
| Adults over 25 Living in Zip Code Area 90011 | HS or less | 75% | 65% |
| | HS Grad | 20% | 30% |
| | AA or BA | 4% | 5% |
| | Foreign born non-citizen | 46% | 40% |
| | Naturalized Citizens | 8% | 9% |
| | Owner occupied households | 27% | 27% |
| | Renter households | 73% | 73% |
| | <\$30,000 annual income | 61% | 44% |
| | \$30,000-75,000 annual income | 31% | 56% |
| Zillow.com | Home Value Index | 1/13 \$245,000 | 1/17 \$365,600 |

Beliefs: Thomas Jefferson High School is a community-centered school. We believe that school should be a place where students learn to understand themselves as well as develop their minds. Everyone who is part of the school community is expected to demonstrate the principles of moral awareness and democracy as well as the values of trust, fairness, and respect for themselves and their community. The wider school community, including business leaders, community organizations, and institutes of higher learning, also needs to be involved. Finally, TJHS must be a safe and pleasant place where everyone can live, learn and work together.

School wide TJHS adheres to the following **Schoolwide Learner Outcomes:**

1. **Dedicated users of technology who:**
 - a. Demonstrate the use of technology across the curriculum
 - b. Use technology to communicate effectively
 - c. Supported by Blended Learning and additional technology purchases

Evidence:
Demonstrate proficient use of graphing calculators, digital imaging and presentations, email, word processing, Internet and search engine navigation skills to produce computer-based projects
Demonstrate proper etiquette for electronics use: Digital Citizenship
2. **Effective communicators who:**
 - a. Are critical and thorough listeners, readers, writers and researchers
 - b. Are clear, confident and persuasive speakers in all learning environments

Evidence:
Oral presentations
Written evidence such as pamphlets, newsletters and reports
Proficiency in a language other than English
Thoughtful, unprompted contributions to classroom discussion that demonstrate innovative thinking
3. **Motivated and socially responsible young adults who:**
 - a. Provide service to their school and community.
 - b. Support racial, gender, cultural, and religious tolerance.
 - c. Are Supported by Restorative Justice Practices

Evidence:
Complete service learning project before graduation.
Membership and participation in groups and organizations in school or in the community
4. **Organized, creative, and critical thinkers who:**
 - a. Are decision makers and problem solvers in academic and nonacademic environments
 - b. Supported by AVID Organizational Strategies

Evidence:
Formulate questions to advance their understanding of content, concepts or text
Show visual, written and digital evidence in class work
Complete and annually update individual graduation plan
5. **Successful students who:**
 - a. Demonstrate proficiency in the state content standards

Evidence:
Have met all high school requirements for a diploma by the end of the 12th grade year: Graduation Rate

School Performance Status

Over 84% of students qualify for reduced/free lunch making TJHS a Schoolwide Title I school as it has been since the program’s inception. The Single School Plan is developed annually with the input of stakeholder groups and district guidance. The intention of the funding is to supplement the instructional program in the areas of professional development, co-curricular activities, additional instructional supplies and personnel. (The current Academic Program Survey/Single Plan for Student Achievement is included in the index)

School SBAC Proficiency Rates vs. LAUSD and California

| | School | | District | | State | |
|---|--------|------|----------|------|-------|------|
| | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 |
| English-Language Arts 11 th grade | 33% | 34% | 33% | 39% | 56% | 59% |
| Mathematics 11 th grade | 9% | 12% | 25% | 29% | 29% | 33% |
| Science (CST) 10 th grade | 16% | 12% | 43% | 35% | 56% | 50% |

2016 SBAC Claims Report

| Claim | Below Standard | At or Near Standard | Above Standard | # Tested |
|-------------------------|----------------|---------------------|----------------|----------|
| Reading | 40% | 52% | 7% | 152 |
| Writing | 36% | 49% | 14% | 152 |
| Speaking & Listening | 44% | 53% | 3% | 152 |
| Research/Inquiry | 24% | 57% | 18% | 152 |
| Concepts & Procedures | 71% | 26% | 3% | 151 |
| Problem Solving | 55% | 41% | 4% | 151 |
| Communicating Reasoning | 45% | 53% | 3% | 151 |

2015 SBAC Claims Report

| Claim | Below Standard | At or Near Standard | Above Standard | # Tested |
|-------------------------|----------------|---------------------|----------------|----------|
| Reading | 38% | 52% | 10% | 212 |
| Writing | 41% | 49% | 10% | 212 |
| Speaking & Listening | 39% | 56% | 5% | 212 |
| Research/Inquiry | 32% | 49% | 19% | 212 |
| Concepts & Procedures | 74% | 22% | 4% | 210 |
| Problem Solving | 49% | 49% | 2% | 210 |
| Communicating Reasoning | 51% | 48% | 1% | 210 |

There was a slight improvement in the SBAC scores with increases in the areas of writing, communicating reasoning, and research & inquiry. These are specific areas that were emphasized schoolwide, specifically in the

history and science departments. The 2016 EAP results show 7% college ready and 25% conditionally ready in ELA. In math, 1% is college ready and 11% conditionally ready. This was also a very slight increase over 2015.

Scores in both problem solving & procedures and speaking & listening decreased. Students at TJHS struggle to reach these standards. As a staff, we are seeking different ways to teach the content and build meaningful understanding for students who often lack basic skills and motivation. Efforts include the use of technology in the classroom, differentiation of instruction and assessment through purposeful grouping, and care in the placement of students in classes based on their data.

In addition to revising the curriculum and instructional strategies to better address the common core state standards and to prepare students for the demands of the new test, we are using the SBAC Interim Assessments for planning, teaching and assessment. All departments are finding ways to incorporate the ELA and Math Practices with special attention in the science department to the Science Practices and how they overlap with the other content areas.

Enrollment Trends – School Data

| | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade | Male | Female | |
|---------|-----------------------|------------------------|------------------------|------------------------|------|--------|------|
| 2016-17 | 266 | 190 | 190 | 194 | 456 | 384 | 840 |
| 2015-16 | 172 | 246 | 184 | 225 | 437 | 390 | 827 |
| 2014-15 | 300 | 228 | 248 | 242 | 551 | 467 | 1018 |

Since the 2013 Accreditation visit several schools have opened in the area leading to a decline in student enrollment including a new school on our campus. Recent efforts to improve the public perception of our instructional program are yielding results and we hope to get the enrollment back up to 1000 students.

Ethnicity – School Data

| Year | American Indian/Alaska Native/Asian/Filipino/Pacific Islander | | Black | | Hispanic | | White | | Total |
|---------|---|----|-------|------|----------|------|-------|-----|-------|
| | # | % | # | % | # | % | # | % | |
| 2016-17 | 4 | .4 | 87 | 10.4 | 731 | 87 | 12 | 1.4 | 840 |
| 2015-16 | 3 | .3 | 95 | 11.5 | 721 | 87.2 | 4 | .5 | 827 |
| 2014-15 | 2 | .2 | 99 | 9.7 | 909 | 89.3 | 5 | .5 | 1018 |

The students attending TJHS are nearly 100% minority. The majority of our students are Latino with just under 10% African-American. More importantly 98% of students are socio-economically disadvantaged.

Suspensions

TJHS continues participating in the Safe Schools Collaborative with city, county, and federal agencies to promote tolerance and safe passages for TJHS Democrats. We are also a Restorative Justice Demonstration School. Therefore, we actively work to find alternatives to suspension. The spike in suspensions in the 2015-16 school year

can be attributed to a large gang oriented fight that occurred in late September of that year, resulting in 21 students being detained and suspended.

| | | | |
|-------------------------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| Instructional Days Lost | 3 | 10 | 71 |
| Rate of Suspensions | .27 | .21 | 3.71 |
| Opportunity Transfers | 0 | 0 | 0 |

Attendance Trends – Annual Attendance Rate

| | |
|---------|-----------------|
| Year | Attendance Rate |
| 2015-16 | 94.5% |
| 2014-15 | 90.5% |
| 2013-14 | 91.1% |

Graduation Rates – CDE Cohort Rates

| Class Of | Cohort Students | Cohort Graduates | Cohort Graduation Rate | Cohort Dropouts | Cohort Dropout Rate | Cohort SpEd Completers | Cohort SpEd Completers Rate | Cohort Still Enrolled | Cohort Still Enrolled Rate |
|----------|-----------------|------------------|------------------------|-----------------|---------------------|------------------------|-----------------------------|-----------------------|----------------------------|
| 2014-15 | 255 | 193 | 75.7% | 40 | 15.7% | 4 | 1.6% | 18 | 7.1% |
| 2013-14 | 299 | 185 | 61.9% | 97 | 32.4% | 1 | 0.3% | 16 | 5.4% |
| 2012-13 | 385 | 233 | 60.5% | 112 | 29.1% | 10 | 2.6% | 30 | 7.8% |

The 2012 norm-day enrollment was 1431 students. The students’ attendance rate and four-year cohort graduation rates have steadily increased over the past five years. Recent efforts to improve teaching and learning as suggested in the visiting committees recommendations including curricular and instructional revisions appear to be having results. Additional local and district efforts have contributed to this trend as well including: additional Pupil Services Attendance counseling hours and personnel, student accountability and home visits. The improvement in graduation rates is due in part to the increased attendance rates and the commitment to learning represented by better attendance.

UC/CSU Completion rates

| 2015 | | Hispanic or Latino, of Any Race | | African American, Not Hispanic | | Total | |
|--------------|---|------------------------------------|--|-----------------------------------|--|---------------|--|
| | | # of Grads | Grads with UC/CSU Required Courses | # of Grads | Grads with UC/CSU Required Courses | # of Grads | Grads with UC/CSU Required Courses |
| | F | 95 | 59 (62%) | 2 | 1 (50%) | 99 | 60 (60.6%) |
| | M | 113 | 43 (38%) | 9 | 3 (33%) | 122 | 46 (38%) |
| Total | | 208 | 102 (49%) | 11 | 4 (36%) | 221 | 106 (48%) |

| 2014 | | Hispanic or Latino, of Any Race | | African American, Not Hispanic | | Total | |
|--------------|---|------------------------------------|--|-----------------------------------|--|---------------|--|
| | | # of Grads | Grads with UC/CSU Required Courses | # of Grads | Grads with UC/CSU Required Courses | # of Grads | Grads with UC/CSU Required Courses |
| | F | 86 | 1(1%) | 8 | 1(12%) | 94 | 2(2%) |
| | M | 107 | 1(1%) | 6 | 0(0%) | 113 | 1(1%) |
| Total | | 193 | 2(1%) | 14 | 1(7%) | 207 | 3(1%) |

| 2013 | | Hispanic or Latino, of Any Race | | African American, Not Hispanic | | Total | |
|--------------|---|------------------------------------|--|-----------------------------------|--|---------------|---------------------------------------|
| | | # of Grads | Grads with UC/CSU Required Courses | # of Grads | Grads with UC/CSU Required Courses | # of Grads | Grads with UC/CSU Required Courses |
| | F | 124 | 47 (38%) | 8 | 1 (12.5%) | 132 | 48 (36%) |
| | M | 117 | 29 (25%) | 5 | 2 (40%) | 122 | 31 (25%) |
| Total | | 241 | 76 (31.5%) | 13 | 3 (23%) | 254 | 79 (31%) |

The data for the class of 2014 is not accurate as reported by the CDE likely due to problems associated with the district shift from the SIS to MISIS student information system. When comparing 2013 to 2015, we can see some improvement in the overall A-G completion and for the subgroups. African American students lag somewhat behind the Latino students in this measure, as do males. We can attribute the improvement in these rates to improved LAUSD graduation requirements and the expansion of AVID instructional strategies and the associated focus on a college going culture.

In an effort to improve the outcomes for African-Americans and male students, we are attempting to enroll more of these students into AVID at a rate to match their population. We have opened an additional peer-mentoring class similar to AVID Senior Seminar, to support their college going process and are continuing to develop the schoolwide advisory program to provide more guidance all four years.

Advanced Placement

Thomas Jefferson High School: ACS WASC Mid-cycle Progress Report

| 2016 | Exam Name | Total Exams | 1 | 2 | 3 | 4 | 5 | Qualifying Scores |
|------|--------------------|-------------|------------|-----------|-----------|-----------|---------|-------------------|
| | BIOLOGY | 36 | 34 94% | 2 5% | | | | 0 |
| | CALCULUS AB | 34 | 27 79% | 2 6% | 3 9% | 1 3% | 1 3% | 5 15% |
| | CALCULUS BC | 6 | 2 33% | | 3 50% | 1 17% | | 4 67% |
| | ENGLISH LIT & COMP | 72 | 40 56% | 29 36% | 3 4% | | | 3 4% |
| | SPANISH LANGUAGE | 43 | 1 2% | 3 7% | 23 53% | 12 28% | 4 9% | 39 91% |
| | SPANISH LITERATURE | 14 | 3 21% | 6 43% | 2 14% | 3 21% | | 5 36% |
| | US HISTORY | 32 | 21 66% | 8 25% | 3 9% | | | 3 9% |
| | PSYCHOLOGY | 23 | 17 74% | 2 9% | 3 13% | | 1 4% | 4 17% |
| | Total | 260 | 145 56% | 52 20% | 40 15% | 17 7% | 6 2% | 63 24% |

2016 saw a significant increase in the number of tests (260) and AP students (158) especially considering the drop in enrollment since 2014. We added an additional AP English Section and larger Calculus and Psychology sections.

Twenty-one percent of Jefferson students experienced an AP course that year, due largely to the increase in AP offerings. In 2017 we will be adding World History our first AP offering based on AP Potential data for the tenth grade.

| 2015 | Exam Name | Total Exams | 1 | 2 | 3 | 4 | 5 | Qualifying Scores |
|------|--------------------|-------------|------------|-----------|-----------|-----------|----------|-------------------|
| | BIOLOGY | 44 | 23 52% | 19 43% | 2 5% | | | 2 5% |
| | CALCULUS AB | 25 | 18 72% | | 4 16% | 3 12% | | 7 28% |
| | CALCULUS BC | 2 | | | | 1 50% | 1 50% | 2 100% |
| | ENGLISH LANG | 1 | 1 100% | | | | | 0 |
| | ENGLISH LIT & COMP | 44 | 29 66% | 15 34% | | | | 0 |
| | SPANISH LANGUAGE | 40 | | 8 20% | 13 33% | 11 28% | 8 20% | 32 80% |
| | US HISTORY | 41 | 31 76% | 9 22% | 1 2% | | | 1 2% |
| | Total | 197 | 102 52% | 51 26% | 20 10% | 15 8% | 9 5% | 44 22% |

2015 was a difficult year for the AP program. Difficulties with the master schedule limited the overall number of

AP courses offered. Additionally, first time AP teachers taught several courses. 119 students took 197 tests and 14% students experienced an AP course that year.

| 2014 Exam Name | Total Exams | 1 | 2 | 3 | 4 | 5 | Qualifying Scores |
|--------------------|-------------|-----------|-----------|-----------|-----------|----------|-------------------|
| BIOLOGY | 25 | 11 44% | 12 48% | 2 8% | | | 2 8% |
| CALCULUS AB | 13 | 5 38% | 2 15% | 1 8% | 1 8% | 4 31% | 6 46% |
| ENGLISH LIT & COMP | 43 | 22 51% | 19 44% | 2 5% | | | 2 5% |
| PSYCHOLOGY | 28 | 16 57% | 6 21% | 5 18% | 1 4% | | 6 21% |
| SPANISH LANGUAGE | 38 | | 1 3% | 12 32% | 19 50% | 6 16% | 37 97% |
| US HISTORY | 35 | 28 80% | 4 11% | 2 6% | 1 3% | | 3 9% |
| Total | 182 | 82 45% | 44 24% | 24 13% | 22 12% | 10 5% | 56 31% |

During the 2014 school year, we added Psychology to the AP course offerings. This was the first year we added a new course based on the AP Potential report which identified courses in which our students would likely do well. 109 students took 182 tests. Eleven percent of students experienced an AP course that year.

Our current US World Report College Readiness Index is based on our 2014 results: 32% of students tested in an AP course. Of that, 52% passed with a qualifying score. Forty-five percent of our AP students were proficient in math and 30% in English. Our overall College Readiness Index score was 20.5 matching the median score nationwide.

Since 2014 we have added courses and increased the percentage of students participating in the AP program. The test pass rate has dropped. As a result, we are adding additional student supports for AP including: Saturday sessions, in-class study group sessions, afterschool tutoring and the LAUSD AP Readiness program at UCLA once a month for Calculus.

D/F grades rates

| Fall 2015 | Number of Grades by Mark | | | | | Percentage of Grades by Mark | | | | |
|-----------------------------|--------------------------|------|------|-----|------|------------------------------|------|------|-----|------|
| Lang Classification | A | B | C | D | F | A | B | C | D | F |
| ENGLISH ONLY | 268 | 180 | 212 | 68 | 182 | 29.3 | 19.7 | 23.1 | 7.4 | 19.9 |
| INITIALLY FEP | 168 | 78 | 85 | 28 | 62 | 39.4 | 18.3 | 20 | 6.6 | 14.6 |
| LIMITED ENGLISH PROFICIENCY | 318 | 267 | 385 | 143 | 405 | 20 | 16.8 | 24.3 | 9 | 25.5 |
| RECLASSIFIED FEP | 1201 | 1184 | 1364 | 453 | 1044 | 37.9 | 19.4 | 21.5 | 6.7 | 12.5 |
| Grade | | | | | | | | | | |
| Ninth | 329 | 200 | 316 | 132 | 283 | 25 | 15.2 | 24 | 10 | 21.5 |
| Tenth | 466 | 304 | 358 | 134 | 405 | 27.7 | 18.1 | 21.3 | 8 | 24.1 |
| Eleventh | 400 | 288 | 304 | 95 | 201 | 30.8 | 22.2 | 23.4 | 7.3 | 15.5 |
| Twelfth | 760 | 392 | 386 | 92 | 155 | 42.1 | 21.7 | 21.4 | 5.1 | 8.6 |

| Spring 2016 | Number of Grades by Mark | | | | | Percentage of Grades by Mark | | | | |
|---------------------|--------------------------|---|---|---|---|------------------------------|---|---|---|---|
| Lang Classification | A | B | C | D | F | A | B | C | D | F |

| | | | | | | | | | | |
|-----------------------------|------|-----|------|-----|------|------|------|------|------|------|
| ENGLISH ONLY | 213 | 152 | 202 | 109 | 175 | 24.2 | 17.3 | 23 | 12.4 | 19.9 |
| INITIALLY FEP | 164 | 70 | 82 | 38 | 82 | 36.3 | 15.5 | 18.1 | 8.4 | 18.1 |
| LIMITED ENGLISH PROFICIENCY | 294 | 282 | 400 | 218 | 396 | 20.1 | 18.5 | 23.4 | 13.7 | 24.3 |
| RECLASSIFIED FEP | 1083 | 656 | 1418 | 647 | 1044 | 33.1 | 18.7 | 22.8 | 8.6 | 12 |
| Grade | | | | | | | | | | |
| Ninth | 315 | 223 | 348 | 196 | 370 | 21.6 | 15.3 | 23.9 | 13.5 | 25.4 |
| Tenth | 439 | 260 | 347 | 167 | 362 | 27.8 | 16.5 | 22 | 10.6 | 22.9 |
| Eleventh | 363 | 288 | 302 | 123 | 179 | 28.9 | 22.9 | 24 | 9.8 | 14.2 |
| Twelfth | 637 | 389 | 421 | 161 | 133 | 33.1 | 20.2 | 21.9 | 8.4 | 6.9 |

While the overall grade pattern seems to follow a bell curve, the I-FEP and R-FEP students have a higher incidence of passing grades than the EO and LEP students approximately 75% pass rate vs. 65%. The EO students are primarily our African –American students and the LEP are our English Learners. As a result, we have added Academic English Mastery Program strategies to further support our Standard English Learner students. These students may also need additional social/emotional support. We are using Restorative Practices to build better relationships with our students in an effort to support their learning. We are focusing schoolwide on language objectives and discussion strategies, especially constructive conversation skills to support the academic language development of English Learners.

In addition, an overall ninth and tenth grade fail rate of 30-40% leaves room for improvement. Having one out of three students fail these courses places a significant burden on the master schedule every year. Many students struggle to pass Algebra I. Additionally, the Algebra I Spring grade is the only grade posted to the transcript in their freshman year. This may account for the significant increase in grades second semester. In an attempt to further support the incoming ninth grade class, we created a ninth grade wing to provide additional oversight and support as these students transition to high school. As students matriculate the fail rate decreases.

Lastly, we will be undertaking a review of grades and grading practices to help ensure better consistency throughout the school and within each discipline as indicated in the Action Plan. Consistency remains a significant need in all areas.

English Learners

Within the EL population we have nearly 100% Spanish Speakers. We do not have any Asian, Native-American or Indo-European Languages represented. In early 2015, we received a large number of unaccompanied minors significantly increasing our beginning ELD student population. These students were placed in the ninth grade and are in tenth grade on this chart. Many came with significant gaps in their education. Unfortunately, we are finding they are not staying in school. They are often close to or over 18 and unable to commit to the demands of education and supporting themselves.

Our reclassification rate remains low. In an effort to improve the outcomes for these students all teachers are expected to include a Language Objective for each lesson/unit. Getting the teachers and students to think more about the use of language in the various disciplines is intended to emphasize reading, writing and discussion.

Number and Percent of Students at Each Overall Performance Level 2015-16

| | 9 | 10 | 11 | 12 | Total |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| Advanced | 0 (0%) | 2 (3%) | 3 (8%) | 1 (2%) | 6 (3%) |
| Early Advanced | 5 (13%) | 11 (14%) | 10 (26%) | 14 (34%) | 40 (20%) |
| Intermediate | 18 (47%) | 23 (29%) | 9 (24%) | 13 (32%) | 63 (32%) |
| Early Intermediate | 3 (8%) | 11 (14%) | 9 (24%) | 3 (7%) | 26 (13%) |
| Beginning | 12 (32%) | 32 (41%) | 7 (18%) | 10 (24%) | 61 (31%) |
| Number Tested | 38 | 79 | 38 | 41 | 196 |

Reclassification Rates

| School Year | # EL | # Reclassified | % Reclassified |
|-------------|------|----------------|----------------|
| 2015-16 | 294 | 26 | 9 |
| 2014-15 | 382 | 64 | 17 |
| 2013-14 | 497 | 26 | 5 |

AVID

The AVID program began in 2005 with a cohort in the Creative Arts and Expression SLC and was commended during the 2007 WASC visit as a means to increase rigor and promote student achievement. The program has since gone school wide, utilizing the AVID schoolwide development focus. As a result, we are using AVID foundational strategies, focusing on AVID strategies in PD and building the systems needed to ensure a rigorous, college-going culture for all.

GATE

In each of the upper grades we have less than 40 identified GATE students. Historically these students have chosen not to attend TJHS and those who did attend have been served primarily through the AVID program as our main avenue to enriched curriculum. However, the class of 2020 has 31 identified students. They are clustered and many are also in AVID. Additional counseling and supports are being provided. We are also planning to redevelop this program as we do new planning this spring.

Migrant

We do not have an active migrant education program at the school site. Currently there is one Migrant student enrolled at TJHS. Supports for these students are managed districtwide.

Teacher Preparation

| | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| | | | |

| | | | |
|-------------------------|----|----|----|
| With Full Credential | 49 | 46 | 36 |
| Without Full Credential | 0 | 2 | 1 |

| | Percent of Classes In Core Academic Subjects 2014-15 | |
|----------------------------------|---|--|
| | Taught by ESEA Compliant Teachers | Taught by Non-ESEA Compliant Teachers |
| This School | 88.58% | 11.42% |
| All Schools in District | 87.65% | 12.35% |
| High-Poverty Schools in District | 93.24% | 6.76% |
| Low-Poverty Schools in District | 45.04% | 54.96% |

The percentage of non-ESEA compliant teachers at TJHS has remained consistent with the district wide average and that of high poverty schools. This number includes new teachers and teachers teaching outside of their credential area. We will work with the district to continue to improve this average.

Classified Staff

| | 2016-17 |
|----------------------|---------|
| Clerical | 4 |
| Campus security | 4 |
| Custodial | 7 |
| Teacher’s Assistants | 3 |
| Sped TAs | 14 |
| Cafeteria | 7 |

There has been a significant reduction in classified staff at TJHS due to the decline in enrollment and loss of supplemental funding sources. At this time we have only a few clerical, campus security, custodial and teacher’s assistants. Custodial and cafeteria staff support both schools. Many of these staff members come from the neighborhood and provide a useful link to the community with their knowledge of the families and the area.

Annual School Surveys

| Annual School Survey conducted by LAUSD | 2013-14 | 2014-15 | 2015-16 |
|---|---------|---------|---------|
| Students: percent responding | 77% | 69% | 70% |
| Teachers go out of their way to help students | | 64% | 77% |
| Teachers at this school treat students fairly | | 60% | 71% |
| My teachers work hard to help me with my schoolwork when I need it. | | 73% | 80% |
| Adults at this school treat all students with respect. | | 61% | 77% |
| I have had a meeting this year with someone on the school staff to discuss my Individual Graduation Plan. | 43% | 47% | |
| This school makes it clear how students are expected to act. | | 64% | 81% |

| | | | |
|---|-----|-----|-----|
| Family: percent responding | 10% | 16% | 34% |
| I feel welcome to participate at this school | 78% | 86% | 96% |
| This school encourages me to participate in organized parent groups. | 71% | 72% | |
| I am a partner with this school in decisions made about my child's education | 74% | 71% | |
| The parent center provides useful resources (information, classes) to help me support my child's education. | | 73% | |
| My child's teachers let me know about my child's progress. | | 74% | |
| I have had a meeting with someone on the school staff to discuss my child's Individual Graduation Plan. | 53% | 65% | |
| This school clearly informs students what would happen if they break school rules. | | 89% | 98% |
| Staff: percent responding | 4% | 39% | 58% |
| At this school, parents are partners with the school in decisions made about their children's education. | | 37% | |
| This school is a supportive and inviting place for students to learn. | | 51% | 84% |
| At this school, decisions are made based on students' needs and interests. | | 33% | |
| I get the help I need to communicate with parents. | | 54% | |
| This school effectively handles student discipline and behavioral problems. | | 16% | 73% |

Overall parents, students and staff feel positively about the school. Two areas of growth are the cleanliness of the school and parents communicating with teachers about student work. Efforts to improve dialogue include: home visits, additional parent conference nights, phone calls home and use of parent representatives to facilitate communication. The district changed some of the wording of the survey for the 2014-15 administration making a direct comparison difficult. Please see the appendix for the complete surveys for 2012-13 through 2014-15. Staff agreement percentages are unavailable for 2013-14 school year due to low participation.

Student Activities/Athletics

TJHS actively supports afterschool and co-curricular offerings. This effort has been greatly enhanced by the ASSETS Grant managed by UCLA, our tireless student leadership sponsor, band director, athletic coaches, and the vision of our principal, who appreciates the need for positive after school activities and the affect they have on school spirit.

Sports:

Football, Soccer- Boys and Girls, Volleyball- Boys and Girls, Basketball- Boys and Girls, Baseball, Softball, Tennis- Boys and Girls, Cross Country, Track & Field, Cheer

Activities:

Flags, Band

Clubs:

Gay/Straight Alliance, Student Health Advocates, Senior Cabinet, UCLA Leadership, ACE, Rootdown LA, Students Run LA, Key Club, International Club, Sister's Pride

After-School Programming:

UCLA After School, City Year

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.

Since the last full self-study in Fall 2013, Thomas Jefferson High School (TJHS) has undergone significant change. Immediately following the conclusion of the visit, the Instructional Leadership Team reviewed the findings and submitted a revised action plan based on the visiting committee's findings. The group began to plan and implement professional development designed to address and meet said goals.

TJHS was added to the Reed v. State of California settlement providing additional staff and professional development. The former Intensive Support and Innovation Center (ISIC) used a clause from the Reed Settlement to in June of 2014 reassign both the Principal and the Assistant Principal. The incoming Assistant Principals were both new to high school. The school had an Interim Principal in place at the beginning of the 2014-15 school year and received a new Principal about one week into the school year. The new Assistant Principal Student Counseling Services (APSCS) was replaced at that time due to an egregious mismanagement of the master schedule and student schedules. Unfortunately, the replacement APSCS made significant changes in the counseling department and the students revolted staging sit-ins in an effort to get to see their counselors and get the courses they needed to graduate. As a result, TJHS was also named that year in the Cruz, et al v. State of California lawsuit and placed under a restraining order for immediate relief in the form of a twenty-minute extension to the school day and additional staffing. The Cruz lawsuit alleged students were being improperly placed in courses or denied access to requirements.

At the end of a tumultuous 2014-15 school year the APSCS was replaced. We began the 2015-16 school year with a renewed commitment to addressing the WASC goals and improved student outcomes. One month into the new school year, the district replaced the former Principal with our current Principal, Mr. Gonzalez. Since September of 2015 we have had the same administrative team. The efforts of the instructional council have been essential to maintaining some instructional consistency since the last self-study.

Since 2013, our enrollment has decreased by over 300 students and we have lost a number of teachers and support staff as a result. This has been further exacerbated by excessively low student forecasts each year by the district. Our projected numbers each spring have come in below our actual fall norm enrollment causing us to displace more teachers each spring and attempt new hires in the fall after norm day. This has also been disruptive to our instructional program and our efforts to provide consistent instruction. This year we were eligible for three additional teachers and could not find any qualified teachers; several of our teachers now have an auxiliary period as a result.

- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

The drop in enrollment and associated loss of staff has had the most significant impact on the school program compounded by the ongoing change in leadership. The loss of staff has necessitated a reimagining of some programs such as Teacher Prep Academy and the dissolution of others including the SLC model. Maintaining consistency while undergoing administrative changes has been difficult.

At the time of the last visit, we shared the campus with New Tech Charter School. They closed their doors at the end of the 2015-2016 school year. Nava College Preparatory Academy joined us on the site in August of 2014. The recent loss of staff has encouraged us to coordinate with Nava, our co-located school. This year they agreed to adopt our bell schedule and we share some teachers for art, AP Chemistry, biology, PE and music. The shared lunchtime has allowed us to coordinate some of our support services, including a multi-school health and resource fair during the fall. We also hold joint Pep Rallies for the Jefferson sports teams that Nava students can join.

TJHS continues to have many different programs provided by the district. While many of these programs provide additional resources or support, they also come with different accountabilities. The Instructional Leadership Team and the Instructional Council/AVID Site Team have struggled to streamline these demands and provide a consistent instructional program. This spring, the Instructional Council/AVID Site Team is embarking on an effort to re-evaluate the entire program and vision. We intend to better define what a student is expected to do and learn at Jefferson and identify the supports in place to help achieve these goals. We want to provide every student with a clearly defined path and options to becoming college and career ready.

III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

The teachers and staff review data during professional development and faculty meeting time. The Instructional Council/AVID Site Team considers data when planning professional development. Departments consider their own data in the tuning protocols and staff wide we look at other types of outcome data. Our Healthy Start Coordinator has brought us additional social emotional data based on surveys conducted with the students. Our Social Emotional Learning (SEL) Team has used data to develop the SEL Action Plan. Teachers use their data and knowledge of students in their groupings in the classroom.

Social Studies/AVID teacher, Dr. Riley functions as our data coordinator for students, Instructional Council and AVID. She has been instrumental in monitoring UC/CSU A-G completion, progress toward graduation, student achievement trends, and college applications. She has organized meetings with students and parents to review data and student post graduation goals.

Parents look at data in the Compensatory Education and English Learner Advisory Councils. Their recommendations based on the information are taken to the School Site Council (SSC). The School Site Council is composed of Parents, Students, Teachers, Staff and Administration and is ultimately responsible for developing the Single School Plan and monitoring the WASC recommendations. The Instructional Council assists the SSC in this task. The Instructional Council also serves as the AVID Site Team. This group meets every other Monday and directly monitors instruction, professional development and AVID implementation. This group has played a large role monitoring the WASC recommendations due to the emphasis on instruction, curriculum and assessment.

Monitoring of data played a large role in several schoolwide professional developments held over the last three years. The REED PDs emphasized achievement data, social data, community walks and the gathering of soft data, classroom walks and the monitoring of teacher-student interactions. All of this data led to the choice to focus on student social-emotional capital building. As a staff we evaluated the depth of knowledge levels in place in classrooms. This led to an agreement to emphasize the meta-cognitive aspects of lesson reflection such as Exit Tickets, Cornell Notes and personal reflections to improve the depth of knowledge in all subjects.

The staff reviewed data and provided input on the various data points in addition to comments on the monitoring and implementation of the action plan. These items were incorporated into the report and later reviewed by stakeholders in various meetings. The district provided support with walk-throughs to monitor implementation and a review of the report.