

Through the Focus on Learning Self Study and the subsequent WASC visit, three areas of growth were identified. These areas have been the focus of Warren's efforts for improvement.

AREAS FOR GROWTH #1 – Evaluate program effectiveness based on assessment results and make modifications to meet the needs of all students.

(Critical Area 1 – Evaluating student progress relative to both core state standards and WESLRs with two growth targets established: (a) meeting the API growth targets for both the school and all subgroups and (b) increasing the percentage of students who score at or above the 50th percentile in reading.)

Specific Actions Taken

- Standards pacing calendars were implemented in most core departments.
 - Geometry has a strictly set district calendar. Other areas of math informally agreed on the pacing of curriculum, and teachers stay within a section or two of each other.
 - Biology teachers meet twice a week and coordinate pacing and curriculum.
 - World and U.S. History have an informal pacing calendar that prepares students for most of the curriculum by STAR testing and provides for review before the exam.
 - The 9th grade English teachers have developed a pacing calendar.
- Teachers work with students on test-taking skills.
 - Math teachers take a few days before final exams or CST testing to practice taking multiple choice exams since most of the assessments students take over the year are free-response.
 - World history teachers use standards-based study guides to review the week prior to CST administration.
 - English teachers highlight test-taking skills embedded in the textbooks. Teachers also make use of practice tests and essays.
 - Test-taking strategies are reviewed with students.
- Teachers and staff work to create a culture of seriousness about STAR and CAHSEE testing.
 - Administrators visit every classroom prior to testing to speak with students about the importance and consequences of testing.
 - Teachers reinforce the need for students to take the testing seriously and do their best. The need to get adequate sleep and proper nutrition is emphasized.
 - Special education and EL students are placed in small group testing centers, and a zero tolerance for disruption or discipline problems is enforced.
 - Auto-dialer is used to contact parents and emphasize importance of testing.
- Math department articulates with middle schools about curriculum and expectations.
 - Middle school special education math teachers and counselors have visited and observed Warren's classes to better understand the demands of the high school math program.

- Math department provides a healthy breakfast the morning students take the math CST's.
- English department articulates with middle schools about curriculum and student placement.
- Through a partnership with the *Los Angeles Times* in Education, newspapers are provided, free of charge, for classroom use. Teachers from all departments participate and develop lessons around the newspaper that help develop reading and comprehension skills in content areas.
- Jump-Start Reading, an after school tutorial based on research into how students acquire language, was implemented to assist students identified as reading well below grade-level. While the program showed promise, funding issues have prevented its continuation.
- The Step-Up to Writing program was implemented in ELD classes to assist students in preparing for CAHSEE and ELA CST. The program has been replaced by materials that are a part of the ELD adopted curriculum (*Edge*).
- All special education teachers are included in all meetings of the core departments.

Evaluation of Accomplishment of Growth Targets

Warren has exceeded its schoolwide API target each year (with the exception of 2006) and is a net 33 points above target for the six years since the 2003 Focus on Learning Self Study. All significant ethnic subgroups and socioeconomically disadvantaged students have surpassed API targets growth (the 2006 year, each suffered a loss). English Learners and students with disabilities have had negative results in two of the three years they have been apart of the API. English Learners have a net 54 point loss in that time, and students with disabilities have gained only two points.

With the elimination of the CAT/6 from the STAR testing, we do not have information to evaluate the second growth target. However, the success of students on the CAHSEE ELA exam suggests students are succeeding in the area of reading.

AREAS FOR GROWTH #2 – Meet the needs of English Learner students.

(Meeting the needs of English Learner students with one growth target established: meeting or exceeding the API growth targets set.)

Specific Actions Taken

- In 2005, through the Comté process, the entire EL program in DUSD was rewritten. The program became a structured emersion program; and state-aligned textbooks and materials, Hampton Brown's *Edge* materials, were purchased. A clear process of student advancement through the EL program and into the mainstream was defined.
- In 2006, articulation meetings between middle and high school teachers resulted in a more defined scope and sequence. Warren piloted the use of *Edge* materials at the high school. These materials provided students with more age-appropriate reading content.

- In 2007, Warren refined the district course offerings to reflect best-practice recommendations. Courses were shortened from year-long to semester classes.
- ELD VII class was added for students who have completed the program (ELD I-VI) but who do not yet qualify for reclassification. The class includes study skills, tutoring, and assistance to master the areas of weakness.
- Sheltered Instruction Observation Protocol (SIOP) training for teachers and all administrators provides strategies for use with EL students and an instrument for observing and quantifying a teacher's implementation of quality sheltered instruction. The district is providing this training for 10-15 teachers each year with the intention that all teachers will eventually be trained.
- Training in curriculum and strategy implementation is provided for EL teachers. The district funded release time for teachers to collaborate. In addition, teachers have met on a weekly basis after school to share best practices and refine lessons.
- Supplemental materials were provided to be used in conjunction with the adopted Hampton-Brown *High Point* text.
- Adapted novels were purchased to compliment the EL students' language level and the thematic units presented.
- Career and College Technician attends senior EL classes to explain alternative education programs and post-secondary educational opportunities.
- Tutoring is offered at snack, lunch, and after-school by EL aides in the EL office.
- Teachers may send students needing additional language support to the EL office to take exams or complete assignments.
- ELD Coordinator and ELD Mentor provide student counseling to explain the reclassification procedures and set short and long term goals with the students.
- EL staff works with ROP to provide students avenues to receive training and make-up credits.
- Active parent outreach is achieved through well-attended ELAC meetings. At each of these monthly meetings, parents are given information and training to better assist their students to be successful.

Evaluation of Accomplishment of Growth Targets

From 2003-2005, we were unable to track this goal effectively. The State did not establish growth targets for EL students during that time, and we were unable to effectively collect the data using the district data processing center. In 2006, the State began setting growth targets. The first year we were unable to achieve the target set. In 2007, with the implementation of new curriculum and testing EL students in a smaller group with bilingual proctors (thus lowering anxiety levels allowing students to more easily receive permitted assistance, like the instructions in their primary language), it was hoped student performance would increase. The initial release of scores in 2007 was disappointing; scores had declined again. In November, the State released updated scores; and the revisions showed the API score had actually grown 31 points, exceeding the growth target. We felt we had found a working formula and were disappointed when the 2008 scores were reported and scores had fallen 57 points. To better understand and evaluate what has been effective and what modifications would be appropriate, we are currently working to develop a better understanding of which students are part of this subgroup and how scores are calculated. We are reviewing individual student scores to identify student needs.

AREAS FOR GROWTH #3 – Meet the needs of students who are reclassified, fail the CAHSEE, and /or are at-risk.

(Meet the needs of students who are reclassified, fail the CAHSEE, and /or at risk for not graduating with two growth targets established: (a) increasing the percentage of students passing the CAHSEE by June of their graduation year and (B) reducing the number of students who are reclassified.)

Specific Actions Taken

- Since the implementation of the California High School Exit Exam, the need to provide students with the skills and abilities needed to succeed has become an additional focus of the math and English departments.
 - CAHSEE study books are offered to students in math and ELA. English teachers integrate the use of these books into their curriculum.
 - Students who have failed a section of the CAHSEE are scheduled into a CAHSEE math or English class. Sections of these classes are offered during the regular school day and in a zero period (before school) to accommodate the scheduling needs of students.
 - Students at-risk of failing CAHSEE are encouraged to attend after-school tutoring.
 - Student who have failed the CAHSEE are strongly encouraged to attend summer school classes offered in CAHSEE ELA and CAHSEE math.
 - Parents are contacted to re-enforce the need to pass the CAHSEE to graduate. Parents are informed of all available opportunities for student assistance in passing the CAHSEE.
 - Special Education Department identifies students who are on track to graduate (220 credits and meet course requirements) but lack a passing score on the CAHSEE, and students are assigned mandatory CAHSEE classes. Senior Information Night is held with parents and students to inform them of the CAHSEE requirement. CAHSEE Boot Camps are held on the four Saturdays prior to the test dates (four hours of instruction with breakfast and lunch served). Intensive instruction is provided in addition to encouragement. The first two Saturdays are spent in the computer lab working on the CAHSEE Revolution Prep program. Through February of the senior year, students are tested in small group settings and afforded all accommodations but no modifications in testing. After the February administration, students are provided with appropriate modifications. Summer school is provided to students who have not passed by June. The department also works with middle school teachers to identify key concepts crucial to passing the CAHSEE.
- Departments reviewed individual student data for retained 9th graders (9R's) to identify individual needs and general patterns of 9R's.
- Departments met and discussed strategies to address the number of students failing while maintaining rigorous standards.
- Tutoring was offered by departments, individual teachers, and campus organizations.
- English teachers have been in-serviced on the library's Accelerated Reader Program collection. This collection supports students reading at a variety of grade levels (1-14).

A searchable database of the library's AR books (both fiction and nonfiction) by reading level is available to all teachers so that they can make recommendations appropriate to their students' reading levels.

- English teachers are provided with CST scores of individual students from the incoming and outgoing classes.
- Math department implemented the Algebra 1B “restart” class to provide students failing Algebra 1B an opportunity to revisit the material and pass the class by the end of the year. Problems with the master schedule have prevented the offering of this class in the last two years. The district has also been revisiting and refining algebra in the middle school and high school. Beginning next year, the current two-year algebra program will be replaced by a completely new set of Algebra 1 options. We will have the traditional Algebra 1 (one year program) and a new course called "Algebra 1 XL" that will be offered to incoming 9th graders that have had marginal success in Algebra I at the middle school but will benefit from having a more enriched Algebra 1 curriculum.
- Math teachers are provided with CST scores for individual students.
- Science curriculum review at district level has led to change in course offerings and recommendations for student placement.
- Physical Science of the Earth teachers meet regularly to align curriculum.
- Biology teachers meet to discuss curriculum and instructional practices for all students.
- Departments discussed and individual teachers have implemented a variety of parent contact models including the use of the auto-dialer, homework hotline, emails, telephone calls, and web site postings.
- An additional counselor who works exclusively with at-risk students was hired with funding from AB1802. The counselor assists with matriculation to high school, working with the Link Crew program to connect students to Warren. An individual meeting is held with the student and his/her parent to develop an individualized learning plan that allows student, parent, and counselor to track progress toward earning a high school diploma. College and career options are reviewed with students, and students are provided resources to assist the transition. Students are also informed of the credit recovery options available to them (including summer school, Downey Adult School, ROP, and the new on-line credit recovery program). In addition, students are provided with motivation, resources, and interventions based on their individual needs.
- An on-line credit recovery program (APEX) was piloted at Warren last summer and is currently offered two periods a day during the school year. Students are self-paced but receive strong encouragement from the teacher assigned to monitor progress in the computer lab.
- As a result of a review of research and our own review of 9R students, the importance of students being in class and on task was identified as a risk factor for students failing. The attendance clerks keep parents informed of student absences. Students who are truant are assigned detention or Saturday School. Attendance incentives are offered for students demonstrating good attendance. A new lanyard hall pass system has reduced the number of students out of class. A new referral system that has students assist with campus beautification during snack and lunch provides teachers with a more immediate consequence for off task and/or disruptive behavior.
- Research also suggests that students connected to the school are more likely to attend and make the effort to succeed.

- At the suggestion of the Activities Director, the Link Crew program was explored and implemented. A cadre of 11th and 12th grade students is trained to serve as mentors to incoming freshman. All incoming freshman are assigned to small groups with these Link Crew Leaders, who begin the year with a special summer orientation program and then follow-up with the students throughout the school year. The Link Crew program also offers tutoring for 9th grade students.
- The True Lasting Connection support program accepts teacher referrals for at-risk students who attend a twice a week after-school program. The program builds goal setting skills and makes connections between students.
- A district move to Career Technical Education (CTE) provides additional opportunities to connect students to school and give them an understanding of the linkage of academic course work with future employment skills. Warren currently has available on campus a career path in film and television, culinary arts, and construction technology. Next year career paths in alternative energy/commercial and residential and animation/graphic arts/audio engineering will be available.
- English department implemented Study Skills, Reading Improvement, and 12th grade Expository classes. The Reading Improvement class and the Study Skills classes target at-risk 9th graders who have performed poorly on the 8th grade CST; the classes work to improve the students' reading, writing, and critical analysis abilities so that students can perform at their expected academic grade level. The 12th grade Expository class is for students who have taken the Early Assessment Program (EAP) portion of the STAR ELA CST and have a skill deficit. The class, developed by California State University, focuses on content active reading and writing skills.
- A physical education teacher is piloting a class based on the research of Dr. Frank Lawlis that teaches students to exercise as a means of improving academic performance.
- Recognition programs have been expanded and targeted at encouraging more students to work at learning. The Character Counts awards are monthly teacher-assigned recognitions for students who demonstrate responsibility, achievement, and/or improvement. The Principal's Award recognizes determined students who overcome obstacles to achieve, and the Citizenship Award is for students who demonstrate positive character.

Evaluation of Accomplishment of Growth Targets

Warren students have been successful on the California High School Exit Exam. Seventy-eight percent of 10th graders pass on their first attempt. In 2008, all but six graduates passed the CAHSEE and were able to receive a diploma (those six received Certificates of Achievement). Every student in special education otherwise eligible to graduate passed the CAHSEE and received a diploma.

Reclassified and at-risk students are an ongoing concern. A number of ideas undertaken have not yet provided a resolution to this issue, and approximately 20% of 9th graders are reclassified each year. In the process, we have learned a great deal about the nature of at-risk students and the underlying problems. Assessment of the effectiveness in meeting the needs of at-risk students through Link Crew, the CTE program, the realignment and restructuring of 9th grade math and science classes, and the availability of a counselor focused on at-risk students needs to

continue. The newly implemented credit recovery program offers a corrective response and allows these students to catch-up and get back on track to graduate.