

A: STANDARDS-BASED STUDENT LEARNING: CURRICULUM AND INSTRUCTION

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels? To what extent is the school’s purpose supported by the governing board and the central administration and further defined by expected school wide learning results and the academic standards?

Report	Evidence
<p>A vision is a statement of what success will look like within the organization as it pursues its mission, or purpose. Warren High School delineated its purpose in the mission statement that appears in every classroom. Based on this mission, staff collaborated to define a collective vision by defining what a graduate from Warren would look like. The statements of that vision are found in Warren’s Expected School-wide Learning Results (WESLR’s). A Warren graduate will be academically enriched; responsible, accountable, disciplined and ethical; and socially, physically, and mentally healthy. Developing these attributes in students guides instruction and sets the course for the programs we develop.</p> <p>The district support for Warren is apparent in the Board’s and administrative adoption and funding of programs and pilots at Warren. Course curriculum is directed by the State’s academic standards. Warren teachers participate in district curriculum committees to develop course descriptions and outlines for each class. Textbooks are selected as a part of that process, and emphasis is placed on selecting standards aligned texts. In many instances, the text states the specific standards being taught at the beginning of each unit.</p> <p>The blending of our vision with student needs, educational research, and district support can be seen in the following examples:</p> <p>WESLR 1 says that students will “develop and demonstrate the effective communication skills of critical reading.” After evaluating the results of student performance on the Early Assessment Program (EAP) English exam, the English department examined and implemented (after district adoption) 12th grade Expository Reading. This program was designed by the California State University to prepare students for the critical reading necessary in the content areas at the university.</p> <p>WESLR 1 says that students will use “technology necessary to contribute and succeed in a global society,” and WESLR 2 says students will</p>	<p>Warren’s Mission Statement</p> <p>WESLR’s</p> <p>Board minutes</p> <p>Textbooks</p> <p>12th grade Expository Reading curriculum</p>

<p>“possess attributes desirable in business.” In support of these statements, Warren evaluated the needs of our students and reviewed research that suggests current vocational education is outdated, preparing students for jobs of the 20th century. In response, as part of a district effort, Warren is developing and implementing Career Technical Education classes that ready students for careers of the 21st century. In addition to the implementation of the classes, defined career pathways identify needed core academic classes. The connection between CTE and academic classes provides clear evidence to the students of the relevance of their studies. Career paths in film and television, culinary arts, and construction technology are currently being offered. A student in construction technology will be certified in one of nine construction fields. In the coming year, programs will be offered in alternative energy/commercial and residential and animation/graphic arts/audio engineering. In a partnership with California State Polytechnic University, Pomona, and the national program Project Lead the Way, in the fall of 2009, Warren will begin offering an engineering program that matriculates directly to partner California State University campuses. The program is designed to develop an interest in engineering and promote the relevance of math and science in the “real world.” The course of study will begin with a basic engineering concepts class at the feeder middle schools, continue with courses at Warren High, and culminate in college. Warren will place special emphasis on identifying interested females and students from underrepresented populations to stimulate an interest in the engineering field.</p>	<p>District CTE program plan</p> <p>Master schedule</p> <p>Project Lead the Way</p>
<p>WESLR 3 says Warren’s graduates will be “socially, physically, mentally healthy individuals.” The Mind/Body Connection is a pilot program in physical education based on the research of Dr. Frank Lawlis. The program teaches students to exercise as a means of improving academic performance.</p>	<p>Mind/Body Connection curriculum</p>
<p>WESLR 3 says describes Warren’s graduates as “individuals who . . . actively participate in activities . . . [and] have pride in one’s self, work, school, and community.” If students are involved in the school and have pride, they are more likely to attend school and perform in class. The Link Crew program seeks to involve incoming 9th graders with Warren by connecting them to another student, a Link Leader. Freshmen have someone who is interested in them and their school performance. Link Leaders also reach out to freshman and ask them to participate in school activities.</p>	<p>Link Crew program</p>
<p>The need for teachers to have time to collaborate, discuss data, students, and curriculum has been addressed for the past ten years at Warren by modifying the student day to bank minutes allowing for “late-start” days. On these days, the student day began an hour later than usual; and the staff</p>	

<p>met as a body or in department or subject groups. In 2007, the district supported schools to attend training on Professional Learning Communities. At Warren, after attending the training and further examining the research supporting PLC's, it was decided that this was the next logical step. WESLR 1 begins with "in an environment that fosters learning . . ." Part of the decision to begin Professional Learning Communities was a shared commitment to a belief that everyone (student, teacher, and staff) deserved the opportunity and encouragement to learn. PLC efforts have led to teachers formally gathering once a week on Monday mornings in subject-alike groups. Teachers discuss student learning and mastery of the standards, develop common assessments, and share best practices.</p>	<p>DuFour conference attendance <i>DuFour's Learning by Doing: A Handbook for Professional Learning Communities at Work</i></p>
---	--

Strengths:

- Well-defined mission and vision that are embedded in decision making
- Involvement of stakeholders in defining mission and WESLR's
- District support to pursue programs that meet student needs

Areas of Growth:

- Greater student awareness of WESLR's
- Greater awareness by staff and students of all the support programs available to students

A2. To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data driven instructional decisions for the school? To what extent does the governing board delegate implementation of these policies to the professional staff? To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

Report	Evidence
<p>Downey Unified School District’s Board vision statement asserts that “student progress is carefully monitored using a variety of standards-based measures. Assessment data are analyzed and used to guide instruction for continuous improvement.” Warren’s staff meets regularly to analyze student assessment data. As a result of this analysis, instructional practices are modified. Warren teachers serve on district curriculum committees to make needed revisions in curriculum in response to assessment data (e.g. changes in math offerings in algebra). Warren makes suggestions of new programs or classes the staff feels are necessary to meet the needs identified by the data analysis (e.g. CAHSEE boot camp to assist students who failed the exit exam). The vision statement also says students are to be provided “instructional materials [that] are current, accessible to all students, represent the highest quality, and are aligned with academic content standards and course outlines.” As a part of the district’s curriculum review process, teachers participate in the selection of standards-aligned textbooks that meet the needs of students at Warren.</p>	<p>District mission and vision statements</p>
<p>The district vision statement supports the hiring and retention of high quality teachers who are “. . . supported through ongoing, effective professional development.” Warren seeks to hire the most qualified candidates for every position. Warren accepts student teachers who are matched with master teachers to help them develop effective instructional skills. Warren also has the opportunity to recruit the best of these when they complete their student teaching. New teachers are then provided support through site Professional Learning Communities (PLC) and the district’s Beginning Teacher Support and Assessment Induction program. In addition to district sponsored trainings (i.e. Sheltered Instruction Observation Protocol) and funding of conference attendance, the PLC groups are also a source of on-going professional development for all teachers.</p>	<p>DUSD recruitment</p> <p>Student teaching agreements</p> <p>BTSA program</p> <p>SIOP training</p>
<p>Each summer the Board meets with district administration and establishes annual goals. The 2008-09 Board of Education Goals include many that are supportive of Warren and its efforts to meet student needs. Ten of the Board’s goals directly relate to Warren:</p> <ul style="list-style-type: none"> • Begin the acquisition and implementation of the new Student 	<p>Board minutes</p> <p>Board Goals</p>

<p>Information System (SIS) for September 2009, including all requisite upgrades to the supporting technology infrastructure.</p> <ul style="list-style-type: none"> • Fifty percent of grade 10 English Learners will pass each section of the California High School Exit Exam (CAHSEE). • Schools will meet their State Academic Performance Index (API) Growth Targets. In addition, schools will meet their Federal Annual Yearly Progress (AYP) targets for numerically significant subgroups. • Complete the Warren High kitchen/cafeteria remodel by November 2008, and begin the Downey High kitchen/cafeteria remodel in May 2009. Complete construction and occupy the two-story classroom buildings at Downey and Warren High Schools. Continue modernization projects on Warren High Buildings O/P/Q/R/S. Modernize Downey High School Buildings J/K/H. Begin the demolition and reconstruction of Downey High administration and classroom buildings A/G/I/M/O/Q. • Develop common assessments in core subjects and use them to identify and place at-risk students into appropriate interventions. • Pilot the "Saturday School Attendance Recovery Program" through Educational Consulting Services at Warren and Downey High Schools. • Continue to develop, implement, and expand the Career-Technical Education programs in the secondary schools. • Implement the Alcohol and Other Drugs (AOD) Intervention Agreement as an expulsion alternative throughout the District. • Provide Sheltered Instruction Observation Protocol (SIOP) training for teachers and administrators to improve instruction for English learners. In addition, provide training in guided reading to K-8 teachers to improve reading instruction. • Develop a GATE certification program that is specific to the needs of high school teachers. <p>The Board charges the superintendent with ensuring that the various departments, divisions, and schools of the district take appropriate action in support of these goals. Warren's leadership (administration and department chairs) meets before school in September to review the Board's goals and to study the implications they have to Warren. The district goals are presented at the first staff meeting of the year and further discussed as departments meet to prepare for the year. The goals are a part of the consideration of the School Site Council in establishing goals that will be incorporated into the Single School plan. In keeping with the district goals and in furtherance of the Action Plan developed in the 2003 Focus on Learning Process, Warren adopted the following goals for 2008-2009:</p>	<p>Leadership agenda</p> <p>Staff meeting agenda</p> <p>School Site Council minutes</p>
--	---

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Report	Evidence
<p><u>Data driven decision-making</u></p> <p>Data from State measures (STAR CST's and CAHSEE) and local measures (like the district portfolio and common assessments) is discussed at all levels of the school. Site administration and the leadership team (department chairs) begin the review and discussion of available schoolwide testing results in August prior to the opening of school. Schoolwide and department specific data is shared by department chairs and discussed with the department on the staff day prior to school in September. The discussion continues in course specific PLC groups. The discussions focus on each of the significant subgroups, looking for trends, successes, and areas of concern. Teachers are given printouts of their students' scores from the previous year. English teachers are provided the scores of current students.</p> <p>Based on the analysis of these results, various programs have been implemented.</p> <p>In response to the CAHSEE results, the English and math departments implemented CAHSEE English and CAHSEE math classes. These classes are targeted at 11th and 12th graders who failed to pass the CAHSEE. The special education department also implemented after-school tutoring and CAHSEE boot camp to prepare special education students to pass the test.</p> <p>An English department discussion of the number of 9th grade students who are retained and possible remedies resulted in a recommendation to develop and offer classes to improve reading and study skills among this group of students. Site administration supported the proposal, classes were developed, and materials purchased with district funds. Because of the department's belief that WESLR 3C ("have positive self-esteem") is a critical piece in the success of these students, <i>The Seven Habits of Highly Effective Teens</i> was included in the materials purchased for these classes. One section of Reading Improvement and three sections of Study Skills are currently offered. Students are placed in the classes based on their CST scores from the 8th grade.</p> <p>As the English teachers examined test data, the department identified the</p>	<p>Leadership meeting agenda</p> <p>Department agendas</p> <p>Data processing printouts</p> <p>Master schedule</p> <p>CAHSEE boot camp</p> <p>Reading Improvement/Study Skills curriculum</p>

<p>need to focus on teaching reading as a crucial piece for student success. Teachers realized that their degrees had prepared them to teach the analysis of literature, but that they needed to improve their skills in teaching basic reading. A district reading specialist agreed to come to Warren, do a reading study with some of our students, and present her findings to the department. She provided training in reading skills acquisition, highlighting the process of active reading. Not only did this process raise the awareness of teachers about their personal reading skills and the need to teach those skills in the classroom, but it reinforced the use of <i>Interactive Readers</i>. Responding to Warren’s request, the district purchases one consumable <i>Interactive Reader</i> per student on a yearly basis. These are the books which students take for homework. The book’s strength is the inclusion of active reading strategies embedded in the selections, providing a vehicle for reading instruction and a tool to use in the assessment of reading strategies.</p>	<p><i>Interactive Readers</i></p>
<p>Analysis of science CST scores has led to the revision and realignment of the district’s science curriculum and course offerings. Physical Science of the Earth has been created, replacing Coordinated 1/2. Coordinated 3/4 has been eliminated, and a policy change was implemented to have all students take biology.</p>	<p>Science curriculum</p>
<p>Student performance in algebra resulted in the math department offering an Algebra 1B “restart” class to provide students failing at the end of semester one an opportunity to revisit the material and pass the class by the end of the year. Master scheduling problems prevented the continuation of the class. Our math teachers serving on the district math curriculum committee have participated in redefining algebra in the middle school and high school. Ninth graders will be placed in either a 9th grade only Algebra I class; or if they had mediocre success in Algebra I at the middle school but would benefit from having a more enriched Algebra I curriculum, they will be placed in Algebra I XL. Students who have not mastered algebra by the end of the freshman year will continue in an algebra class designed for upper grade students.</p>	<p>Math curriculum</p>
<p>The need to provide students an opportunity to make-up courses they failed on the first attempt has led to piloting an on-line credit recovery program. Students are scheduled into the computer lab one period each day to work on the self-paced program. A teacher tracks each student’s progress and encourages him/her to stay on task. The program is designed with the intention that a student can make-up at least two courses in a semester.</p>	<p>APEX program</p>
<p>The implementation by the State of California and the CSU’s of the Early Assessment Program (EAP) provided data regarding student preparation for college. Warren encourages every student to participate in the EAP</p>	

<p>assessment to give the student and the school information about the student's preparation for college and academic needs in the senior year. In response to their evaluation of EAP results, the CSU system formed the CSU Expository Reading and Writing Task Force. This group developed curriculum and teacher training to improve student preparation for college English. After reviewing the data on our students' performance, the English department decided there was a need to improve student preparation. Six Warren teachers have participated in the Expository English training; and currently, five sections of the class are being offered. Students who plan to attend college and desire to improve their reading and writing skills may self-select the Expository class. College-bound students with a 3.0 GPA or higher who have completed the EAP and shown a need to improve their skills are placed in the class by the counselor. Study of the English 12 Expository curriculum by the 12th grade PLC and presentations to the department by the English 12 Expository teachers have led to the recommendation that the top-tier 11th grade students be encouraged to take English 12 Expository as an elective in the junior year.</p> <p>Warren provides as rigorous a program as possible to challenge and prepare university bound students. Advanced Placement (AP) courses are offered in English, math, science, foreign language, fine arts, and social science. Fifteen AP classes are currently offered. The AP Coordinator and department chairs are active in recruiting teachers to offer AP classes. Teachers are supported to attend AP conferences and summer institutes to prepare and stay current in their specialty.</p> <p>For the last five years, Warren has provided students who wish to take an AP class not offered or who have a scheduling conflict and cannot take a course during its scheduled time the opportunity to take an on-line class to meet their needs. Students are scheduled into a computer lab for the class and receive support from Warren teachers when they are having difficulty with the material.</p> <p><u>Annual review of single plan</u> Each fall the leadership group meets and discusses the latest available data. Based on this data, goals are suggested. The School Site Council (parents, students, administrators, teachers, and staff) meets and examines the data, reviews the achievement of the previous year's goals, and approves the schoolwide goals for the year. The measurable student performance goals are based on the needs suggested by the data and are in alignment with the WESLR's. The data, goal evaluation, and new goals are included in the Single Plan for Student Achievement (SPSA). The SPSA is approved by the Site Council and sent to the district. The Board of Education reviews and gives final approval to the SPSA.</p>	<p>12th grade Expository curriculum</p> <p>Expository 12 workshop attendance</p> <p>Master schedule</p> <p>Student schedules</p> <p>School Site Council minutes</p> <p>Single Plan for Student Achievement</p> <p>Board minutes</p>
--	--

Strengths:

- Use of data to drive program changes to better meet the needs of all students
- Success of strategies to support students to pass the California High School Exit Exam
- Leadership support for staff initiatives for new programs or classes

Areas of Growth:

- Greater use of formative assessments to identify student needs earlier and provide re-teaching
- Identify and correct individual student skill deficits and provide remediation to improve student success

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Report	Evidence
<p>The teachers at Warren High School are “highly qualified” and well prepared to facilitate student achievement. They have academic, subject specific backgrounds. Over 30% hold a Master’s degree, 40% have a Bachelor’s plus 30 units, and 28% have a Bachelor’s degree. Our teachers are fully credentialed and teaching in their area of expertise (only two teachers are teaching out of area, and three are in intern programs). Warren High School teachers have on average 11.8 years of teaching experience. First and second year teachers make up only 8.6 % of our staff, less than the state average.</p> <p>Employment policies and practices of certificated and classified employees that work directly with students are correlated to qualifications and requirements of NCLB and District Board Policies. Responsibilities of administrators and faculty are clearly defined.</p> <p>Paraprofessionals who assist in classroom instruction must meet the requirements as set forth in the No Child Left Behind Act of 2001. They must pass assessments that demonstrate knowledge of and the ability to assist in teaching reading, writing, and mathematics; or they may meet the requirement with completion of two years of higher education study, or they may possess an Associate’s or higher level degree in the field of education.</p> <p>Staff assignments are designed to maximize use of teacher expertise. Teachers bring their real life experiences to the classroom. Many of our teachers have worked outside of teaching prior to coming to Warren. Three members of the math department were engineers. One of the English teachers is the Musical Theater teacher and was a professional dancer. Two of the staff members are professional musicians. Most of the members of the foreign language department are native speakers or have spent time living in countries speaking the language they teach. The film and television teacher is a former movie producer. These backgrounds allow teachers to give a relevance to teaching beyond the textbook.</p>	<p>CBEDS</p> <p>District Records</p> <p>DUSD Board Policy Teacher Handbook, Counselors’ Handbook, Administrators’ Handbook, and Organizational Chart</p> <p>DUSD classification descriptions</p> <p>Master schedule</p>

The district works closely with Los Angeles County Office of Education (LACOE) to facilitate completion of credential requirements (CSET and test preparation). The Credential Technician provides teachers needed support and advice on the requirements to complete and clear credentials.

New teacher support

Warren High School and DUSD supports new teachers to be successful in the classroom and to meet the needs of all their students. A four day summer institute for all new district teachers reviews the English Learner program, implementing SADIE strategies, teacher evaluation, classroom management, emergency procedures, and encouraging student health and nutrition. Warren provides five after-school new teachers' meetings during the year. At these meetings, the director/coordinator of every program on campus shares that program's mission, who they serve, how to refer students, and who to contact with questions or concerns. In addition, veteran teachers discuss grading, discipline, and surviving. Each meeting also provides a question and answer session, without administrators present, where new teachers can raise their concerns and issues and receive practical answers from experienced teachers without judgment or reproach.

New teachers participate in a California Commission on Teacher Credentialing (CCTC) approved Beginning Teacher Support and Assessment (BTSA) Induction program. Through the DUSD Induction Program, participating teachers apply the knowledge and skills acquired in their preliminary credential programs to their present educational settings. Participating teachers receive ongoing support from trained support providers, who guide them through the Formative Assessment for California Teachers (FACT) over the two years of Induction. The Induction teachers and their support providers attend monthly meetings that focus on the FACT process. Professional development providers present regularly at these meetings on topics that enhance the skills and knowledge of the participating teachers.

On-going teacher training and support

District PAR (Peer Assistance Review) Program provides teachers in need of assistance a PAR partner to help them improve instructional skills, classroom management, or their knowledge of subject matter.

Warren teachers are given the opportunity to attend conferences, workshops and summer institutes. Prior to implementing the Professional Learning Community concept, 30 staff members attended Professional Learning Communities (PLC) at Work Institutes led by Rick and Rebecca DuFour.

As part of the on-going teacher training and support efforts, Warren has

District new teacher meeting schedule

Agendas for Warren's new teachers' meetings

BTSA Induction <http://www.dusd.net/induction/Induction/Welcome.html>

Agendas for BTSA teachers' meetings

DUSD PAR program

Conference attendance records

<p>established PLC's, in which teachers share best practices and model lessons for each other. In the math department, for example, the issue of student mastery of factoring was vexing teachers. One member of the department shared an alternative method that had shown success with his students. In English, a veteran teacher did a model poetry lesson for the whole department. The unexpected result was that almost every teacher voluntarily implemented some piece of the lesson into his/her teaching that week, demonstrating the impact of PLC's.</p>	
<p>Advanced Placement (AP) teachers are supported to attend either a one day AP conference or an AP summer institute each year. Prospective AP teachers are encouraged to attend as well.</p>	<p>Conference attendance records</p>
<p>Advancement Via Individual Determination (AVID) teachers attend the summer AVID conference in San Diego. Each year one or two non-AVID teachers also attend so they may become familiar with AVID strategies and help to support AVID students. A cadre of teachers supportive of AVID meets regularly to facilitate the AVID program and activities.</p>	<p>AVID conference records AVID meeting minutes</p>
<p>Link Crew teacher leaders attended an intense three day training session and twice yearly attend training in order to network and develop additional skills.</p>	<p>Conference attendance records</p>
<p>In accordance with Education Code Section 35179.1 and the CIF Bylaws 22.B.9, every coach participates in a coaching education program. All Warren coaches complete the NFHS Fundamentals of Coaching class. Victory with Honor, a one day CIF seminar, promotes sportsmanship and fosters good character by teaching, enforcing, advocating and modeling the "Six Pillars of Character" (trustworthiness, respect, responsibility, fairness, caring and good citizenship).</p>	<p>Certificates of completion</p>
<p>Three English teachers attend the LA County Office of Education Literacy Council, bringing back the latest research on literacy and new strategies for improving student success in school.</p>	<p>Conference attendance records</p>
<p>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. Currently, 20 Warren teachers have completed the training.</p>	<p>SIOP training schedule</p>
<p>All ELD teachers are active in ongoing SIOP training. ELD staff attends professional development conferences presented by outside agencies and in-house staff development training meetings led by the Warren ELD</p>	<p>Conference/</p>

<p>Mentor and ELD Coordinator. The District EL teacher specialist facilitates paraprofessional training which is offered for teachers and instructional assistants.</p>	<p>meeting attendance records</p>
<p>Special Education teachers and instructional assistants attend district provided training. In addition, several staff members, including administrators, the psychologist and the speech language pathologist, attended conferences.</p>	<p>Conference/ meeting attendance records</p>
<p>The district was to begin a GATE certification program for high school teachers this year. The certification training would provide teachers with an understanding of the GATE student and strategies that are effective at the high school level to support this group of students. Due to budget constraints, this training has been placed on hold. It is hoped that the first cadre of teachers can receive training in the summer of 2009.</p>	<p>District GATE plan and district goals</p>
<p>Career Technical Education teachers take part in specialized training. The Film and Television Production teacher attended the Final Cuts: Train the Trainer workshop. The Animation/Graphics Arts teacher participates in animation classes and attended the Lightfoot Limited workshop. The instructors have also visited other programs in other districts, searching for the best practices to bring home to Warren.</p>	<p>District CTE Plan</p>
<p>Teachers have access to the DUSD Technology Training Center. The center provides courses, tutorials, handouts, and personal support based on teachers' needs. The District Technology Teacher Specialists coordinate and conduct training and staff development in technology use and integration.</p>	<p>DUSD TTC http://ttc.dusd.net/TC/TTCHOME.html</p>
<p>The Assistant Principal for Guidance, the counselors, the College and Career Technician, the AP Coordinator, and the 12th grade AVID teachers attend the University of California and California State University Counselors' Conferences to support students through the college admission process. The College and Career Technician and the Registrar attend the Ed Fund and California Student Aid Commission (CSAC) Financial Aid Conference to assist parents and students in seeking financial aid for post secondary training and education.</p>	<p>Conference attendance records</p>
<p>The district provides a professional growth program for classified staff offering specialized training in their job positions.</p>	<p>Classified attendance records</p>

Strengths:

- The majority of teachers (98%) are fully credentialed, tenured, and working in their area of expertise

- District and site support for new teachers
- Ongoing professional development opportunities for administrators, certificated, and classified staff

Areas of Growth:

- Create a bank of best practices
- More fully implement Professional Learning Community concept
- Update and maintain technology for use in the classroom
- Provide GATE certification training to teachers of GATE students

A5. To what extent are leadership and staff involved in on-going research or data-based correlated professional development that focuses on identified student learning needs?

Report	Evidence
<p>A fairly significant departure from past endeavors into professional development, WHS has moved forward and channeled a great deal of energy, time, and resources into Professional Learning Communities.</p> <p>The Annenberg Institute for School Reform at Brown University report on PLC's states, "Research demonstrates that the development of a strong professional community among educators is a key ingredient in improving schools" (Fullan 1999; Langer 2000; Little and McLaughlin 1993; Louis, Kruse, and Marks 1996; Newmann and Associates 1996). In the discussion and decision by the staff at Warren to implement the PLC concept, the need for a paradigm shift from focusing on teaching to focusing on learning was identified, learning not only as an activity for students but for staff as well. We are working to create a culture where staff feels free to collaborate, identify student learning needs, and explore best practices to meet those needs. Doug Reeves' research states that the greatest influence on changing classroom practice is "direct modeling by colleagues" (Reeves 2009). We are working to not only discuss best practices but to have teachers demonstrate, support, and encourage others. In situations where a group feels it does not possess the expertise or experience, they request to send teachers to training. Those teachers return to share what they have learned.</p> <p>The SIOP Model is a research-based and validated model of sheltered instruction. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. Research shows that when teachers implement the SIOP Model, EL student performance improves. Twenty Warren teachers have received training in this model, and the district is committed to training all teachers. The improvement of EL student performance is a continuing area of need.</p> <p>The AVID program is based on research that under-achieving students can be successful when provided appropriate support. Teachers in the AVID program and selected other teachers attend the AVID summer institute and on-going training sessions to learn AVID strategies.</p> <p>Data on the college preparation needs of Warren students resulted in teachers being sent to CSU Expository training. The training increased the teachers' awareness of the reading and writing demands of college and provided a curriculum to prepare students to be successful. One of the key concepts gained was that students lack the critical reading skills necessary</p>	<p>Annenberg research study</p> <p>Reeves' research 2009</p> <p>Cal-SIOP</p> <p>AVID program</p> <p>CSU Early Assessment Program data</p>

<p>to be successful in college. While high school English classes are focused on literature, the majority of college reading is focused on non-fiction content. This reinforced the need for all departments to be involved in the teaching of reading. This continues to be an area of concern.</p> <p>Research shows that the 9th grade year is pivotal to high school success. Our own data shows that about 20% of students fail multiple classes and are retained at the end of the 9th grade year. As a result, at the instigation of one of our teachers, a cadre of teachers was sent to training on the Link Crew program. Link Crew is a mentoring program, where Link Leaders, junior and senior level students, welcome and introduce freshmen to high school. The program promotes academics and school involvement. Throughout the school year, Link Leaders keep in contact with freshmen, providing them with information about resources on campus, upcoming school events, and clubs offered. In addition, Link Leaders host socials designed specifically for freshmen, giving them a feeling of importance on campus. To help promote academics, Link Crew hosts Link Support, after school tutoring for freshmen. Link Leaders volunteer their time to help freshmen with homework or studying for exams.</p>	<p>Retained student data</p> <p>Link Crew Program</p>
--	---

Strengths:

- Professional Learning Communities
- Interdepartmental collaboration
- Improved awareness and discussion of research by leadership and the staff
- Attendance at conferences to learn about research-based programs

Areas of Growth:

- Increase access to educational experts and research
- Complete training of all teachers in SIOP model

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Report	Evidence
<p><u>Human resources</u></p> <p>There are currently 139 teachers, eight counselors, a librarian, a nurse, and six administrators at Warren. The average class size at Warren is 29.2. Class sizes in areas like physical education and chorus are larger than average class sizes. All teachers are NCLB compliant, and all but two hold CLAD credentials.</p> <p>AB1802 funds have added an eighth counselor to our staff. This counselor works solely with approximately 310 at-risk students and their families. The counselor helps focus students and parents on what is required to graduate and the resources to support success. An added bonus is that the current counselor is bilingual and able to bridge the language barrier to assist parents to support their students.</p> <p>The district has been supportive of Warren piloting and implementing new programs, like AVID, but has not provided additional staff for the programs. By maximizing the use of available human resources, Warren has been able to create and staff two AVID periods at each grade level. This program helps prepare students who fall into the category of middle-level academic achievement to attend a 4-year college. Students are taught skills needed to succeed at a college level.</p> <p>There is a one district psychologist (with additional part-time support as needed) assigned full time to primarily assist with special education needs. Speech and language and other personnel needed by our special needs population are provided through district personnel.</p> <p>In addition, there are 13 clerical staff in the office, at least one instructional assistant in each special education class (as well as assigned one-on-one aides), three bilingual instructional aides in the EL program, four campus security aides, two (day shift) maintenance workers, and two locker room attendants. Staff in the ROP office assists students to select and enroll in occupational classes and secure work permits. Cafeteria staff is under the district food service department and has been increased to better handle the larger student body. Maintenance staff is provided by the district for specialty needs like painting and technology, and second and third shift custodians are under district supervision.</p> <p>A full time Career and College technician assists students with identifying post-secondary opportunities and provides monthly parent information nights. Students receive assistance researching and applying for colleges,</p>	<p>CBEDS</p> <p>AB1802</p> <p>Counselor position description</p> <p>Master schedule</p> <p>District staffing</p> <p>Site and district staffing</p> <p>Calendars of parent and student meetings</p>

<p>careers, and scholarships. Lunch meetings provide presentations by college representatives. Information on post-secondary training, apprentice programs, and the military is also available to students. The Career and College Center also offers evening meetings to assist parents and students in applying for college, applying for financial aid, and completing the FAFSA. The current Career and College Technician is bilingual and can provide college presentations in Spanish, which reaches out to more students and parents.</p>	<p>Career and College technician position description</p>
<p><u>Physical and material resources</u> Warren has been in construction for five years and will continue until June. In this process, the school has had two new classroom buildings, adding 40 plus classrooms to the campus. At the completion, all but a few portable classrooms will be removed. Every teacher will have his/her own classroom, and none will need to travel between shared classrooms.</p>	<p>Construction plans</p>
<p>The infrastructure of the school has been upgraded. Additional power to meet the demands of modern technology has been added. In the 1950's when Warren was built, a teacher might need an outlet to run a film projector. Now teachers are using computers, LCD projectors, and DVD's; one or two outlets are no longer sufficient. Every classroom has at least one, and most have multiple, internet connections. Cable is installed for closed circuit television that will link the Film and Television studio to the classrooms.</p>	<p>New and modernized classrooms</p>
<p>Currently, resources available to teachers vary. With construction and modernization, new and remodeled classrooms have LCD projectors and are fitted with flat screen televisions. Teachers moving into the new and remodeled rooms have been frustrated at having to wait to receive or have technology installed. Teachers who have not yet moved into new or remodeled rooms generally are making use of older technology.</p>	
<p>Through the use of ROP funds, grants, and the general fund, CTE classrooms have, are, and will be provided with state-of-the-art technology and equipment to best prepare students for careers in that field. Rooms have been redesigned to accommodate these technology and equipment needs. Warren applied for and was awarded a Proposition 1D Grant for the culinary arts pathway. As a result, the architectural drawings were redone to accommodate the new equipment and resubmitted to the State architects. These revisions have caused a delay; the culinary arts program is still awaiting the completion of those rooms scheduled for sometime this spring.</p>	<p>CTE program Film/television studio</p>
<p>The district has updated faculty computers to allow online attendance and grading. However, computers in the student labs have not been updated and are six to eight years old in most cases. Because of high usage and</p>	<p>District technology plan</p>

<p>district restrictions, download speeds are often slow; and streaming video is often restricted to reduce the bandwidth usage. The district filtering system is one-size-fits-all in a K-12 district, requiring teachers to submit individual site request to have websites unblocked for teacher use and/or student research. As software has been updated, the district has been slow to update computers, leaving students who have prepared presentations at home on new software unable to make their presentation with the school's older software. The district purchased grading software that has had difficulty integrating with the student personnel software, leading to various difficulties for staff and students. This problem should be eliminated as the district implements the Zangle program. By the end of implementation, parents will be able to access student grades in real time.</p>	<p>Zangle program</p>
<p>Every student has appropriate textbooks; and in many cases, there is a class set of books and a book for students to leave at home. Textbooks are purchased on the district's seven year adoption cycle. A continuing problem is lost textbooks. Staff has been working on holding students accountable for lost textbooks, and the front office staff has been working to track down students who leave Warren High School to either return books or pay for replacements. While funds collected are used to purchase replacements, after a couple of years, new editions are printed; and it is more difficult to find the replacements. In some of the newer adoptions, textbook companies are supplying copies on CD; it remains to be seen what impact this will have with this difficulty.</p>	<p>Williams compliance data</p>
<p>Ed-Connect is a dialing system used to call parents and students to inform them of attendance issues and announce activities and events on campus. Teachers may also use the program to inform parents of an upcoming project or test. The system allows a means to keep parents informed.</p>	
<p><u>Financial resources</u> In addition to the general fund, Warren receives money from categorical funds for GATE and EIA. These funds are used in accordance with State and district guidelines to maximize the opportunities and programs offered to meet the needs of all students at Warren. (Currently, many budgets in the district are frozen pending State action on using categorical funds to meet general fund needs.)</p>	<p>District and site budgets</p>
<p>The district funds the BTSA program for teachers in their first two years of teaching. This program offers teachers the opportunity to evaluate and reflect on teaching skills and to work with a veteran teacher. New teachers have an opportunity to share their experiences with other new teachers and learn from one another.</p>	<p>BTSA program</p>
<p>Experienced teachers can participate in the Peer Assistance and Review program. This program offers teachers the opportunity to evaluate</p>	<p>PAR program</p>

<p>themselves and update their teaching style with new techniques and philosophies with the support of a PAR provider.</p>	
<p>Department budgets for supplies have been reduced by 10% over the last five years while the student population has grown. Site administration has found alternative funding sources to provide paper and scantrons (two of the more heavily used and expensive needs).</p>	<p>Site and department budgets</p>
<p>The GATE program provides support for students in a variety of ways. Currently, 15 AP courses, offered in six different subject areas, include English Literature, Music Theory, Studio Art, foreign languages (Spanish, French, and German), Spanish Literature, Biology, Environmental Science, Statistics, Calculus, European History, U.S. History, Government, and Macroeconomics. GATE funds AP conferences for teachers, GATE teacher certification, and the purchase of materials for AP and honors classes. In conjunction with the California Scholarship Federation, GATE sponsors college field trips. Support is also provided for academic competitions, such as Mock Trial, Solar Boat Competition, Academic Decathlon, and the Popsicle Bridge contest. Support for these competitions includes registration fees, substitute teachers, and materials.</p>	<p>GATE expenditures</p>
<p>EIA funds support three bilingual aides and release periods for the ELD mentor and ELD coordinator to work with students and teachers. Funds also provide SIOP training for teachers and have recently been used to purchase new materials for ELD classes that are more age-appropriate and higher interest for high school students.</p>	<p>EIA expenditures</p>
<p>The number of reclassified students has been a concern on our campus. The district general fund supported Warren to pilot APEX, a new on-line credit recovery program, during our most recent summer school and to implement the program this year. Students who are behind in credits take classes online during the school day. This program also alleviates schedule conflicts for Honors/AP students. Students can, therefore, not only make up credits; but they can utilize this program to advance in credits. Unlike continuation school, this program has no minimum age. Students can begin making up credits almost as soon as they fall behind, rather than having to wait to age 16.</p>	<p>APEX program</p>
<p>Other student needs are supported through the community and fundraising. The district funds pay for coaches for 22 sports and stipends for the band director, choral director, newspaper advisor, and yearbook advisor. The other needs of these programs are accomplished through active fundraising by students and parent booster groups in such activities as the Swap Meets. On campus programs and clubs are currently at a disadvantage as district implementation of new laws has all but shut down any fundraising involving the sale of food products. Possible new approaches are being</p>	

<p>explored.</p> <p>The community also supports Warren students through the Academic Booster Council (ABC). ABC raises funds that it then uses to encourage students to achieve at higher levels. ABC provides a 3.0 GPA Breakfast each semester and several awards programs for those students who achieve at high levels and are involved in school and/or community activities.</p> <p>For students whose families are in need of help, the True Lasting Connections Family Resource Center is there to provide assistance. They provide all health services to children without health insurance. In addition, their services include food, clothing, and counseling for students as needed.</p> <p>The community contributes major dollars to scholarships. Nearly \$200,000 was handed out to seniors last year from various community organizations and individuals. Dr. Floyd and Dr. Mary Stauffer, for example, give multiple scholarships to students through their foundation. The foundation does not select just one student for each type of scholarship, but rather provides scholarships to every student meeting the criteria. Their Book Awards for community college-bound students give \$200 to every senior attending a community college who has an overall GPA of 3.0 or higher. Their biggest Scholar/Athlete scholarship starts at \$500; the next is \$450 and so on down to \$200. In addition, they award \$100 checks to each sophomore and junior with a 4.0 overall GPA or higher.</p> <p>Project Lead the Way is supported by \$30,000 in funding from Downey Kiwanis. Kiwanis also hosts ten of our sophomores and juniors to attend their leadership camp. The Stauffer Foundation has provided funding for computers and the physical fitness center.</p>	<p>ABC minutes</p> <p>TLC program</p> <p>Senior Awards Night</p>
--	--

Strengths:

- \$30 million of new construction and modernization from bonds supported by Downey taxpayers
- Updated infrastructure to meet new technology needs
- Effective use of personnel to offer programs to meet student needs
- Community support

Areas of Growth:

- Technology needs to be maintained and updated in a timely manner
- Identifying fundraising opportunities for student groups