

B: Standards-based Student Learning: Curriculum

- B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected school wide learning results are accomplished.]

Report	Evidence
<p>Warren High School's students are provided with a rigorous, relevant, and coherent standards-based curriculum that is strictly aligned with the California State Standards. All course curricula are created to meet the needs of all students, meet the University of California's "a-g" requirements, and equip students with the skills and knowledge necessary to be successful on California High School Exit Exam (CAHSEE), California Standards Tests (CST) tests, Scholastic Achievement Test (SAT) and ACT tests, California English Language Development Test (CELDT), Standards-based Tests in Spanish (STS), and Advanced Placement (AP) tests. Most courses have been accepted by the University of California as meeting "a-g" requirements and are designated with a "P."</p>	<p>School Report Card</p>
<p>Downey Unified School District is on a seven-year curriculum cycle. In year one, the District Steering Committee meets and reviews the new state framework. In year two, curriculum writing teams, made up of teachers from each school, write and revise the courses of study and the curriculum for each course. In year three, textbooks are reviewed by staffs at each school; and a final teacher committee recommends texts and supplemental materials for each course. While the committee seeks to select the textbook that is standards-aligned and best meets the curriculum and student needs, emphasis is placed on texts with standards printed at the beginning of units, chapters, and/or lessons. Years four through six are implementation and evaluation of the curriculum.</p>	<p>District Curriculum cycle</p>
<p>When needs arise and a department is not in the curriculum adoption time of the cycle, courses may be presented to the District Curriculum Council for consideration and adoption. Warren's Principal and Assistant Principal of Guidance have been strong advocates for courses recommended by the staff. Through this process, the English Department got the 12th grade Expository class approved and a new Multicultural Literature elective adopted.</p>	<p>District Curriculum Council agendas Master Schedule</p>
<p>At Warren High School, instructional practices and standards-aligned curriculum link to the WESLR's. The relevancy of the curriculum and</p>	

instruction is apparent in the skills identified in the WESLR's. Classroom environments are very nurturing and foster learning, communication, and skill development. Teachers develop lessons that require students to be active in their learning and demonstrate the skills they have learned.

WESLR 1

- Economics students are required to make researched class presentations on a career of interest to the student. Most of the presentations are made using PowerPoint.
- 12th grade English students are required to complete a written research paper.
- The librarian presents lessons on how to search, identify credible sources, and make appropriate citations.
- Physics students research, build, and test planes, cars, rockets, and trebuchets.
- French students research and make PowerPoint presentations on French chateaus.
- ELD students in English class research women, children, farmers, or African-Americans during the Great Depression and compare their research findings with the novel read in class.
- Web Design and Development students build and maintain the school's and teachers' web pages.
- AP Environmental Science students research and analyze current environmental issues in preparation for designing an environmentally friendly city.
- Musical Theater students choreograph and perform original dances at a public stage show.

WESLR 2

- Through classroom instruction and the implementation of the "Character Counts" program, students are taught life-long skills such as problem solving, proper citizenship, decision making skills, respect, tolerance, and appreciation for cultural diversity.
- Child Development students participate in "Baby Think About It." This lesson raises awareness about the demands of raising a baby by giving students a computerized doll that simulates sleeping, crying, and feeding patterns of a baby.
- All seniors complete a resume and cover letter as a part of the English portfolio.
- Sociology students select groups to work in and are responsible to each other to complete their portion of the culture assignment.
- Mass Media students create children's books which impart cultural norms and/or values.
- 10th grade English students participate in discussions and writing assignments about *To Kill a Mockingbird* that involve respect for others and tolerance.

WESLR 3

- Physical Education students learn lifelong fitness needs and train and participate in physical fitness assessments.
- AVID 9th grade students complete a personality profile in Eureka that matches careers to their skills and personality. Students then research those careers and the education requirements as part of setting short- and long-term goals for themselves.
- Students in Construction Technology decide what projects will be done and set personal skills goals.
- Students in the Link Crew class develop ways to support self-esteem in 9th graders.
- Students in Study Skills use *The Seven Characteristics of Highly Effective Teens* as a textbook.
- Foods and Nutrition students research the nutritional values of the foods they consume in preparing a personal “food dairy.”

Of the 690 seniors graduating from Warren High School in June 2008, 516 students returned surveys to the College and Career Center. 297 students, or 58.35%, are attending a community/junior college. 169 students, or 32.20%, are attending a four-year college. 31 students, or 6.09%, are attending trade schools; and 12 students, or 2.36%, are in the military.

ELD teachers have the California English Language Arts Standards posted in their classrooms and refer to them regularly. Teachers are receiving SIOP training which focuses on aligning all lesson plans to the State standards. There is ongoing articulation with the ELD Coordinators at the middle schools to facilitate student placement and with the incoming students to assist in their transition into high school. The ELD Department at Warren High School is a part of the English Department, which allows for continuous collaboration with transitional and mainstream teachers. ELD students also participate in completing district English portfolio prompts which are aligned to mainstream program standards and the State standards.

In meeting the mandate of the Individuals with Disabilities Education Act (IDEA), Warren High’s special education department has implemented a collaboration model that has special education teachers in the general education classroom assisting with instruction. Students are more successful and can be supported in the least restrictive environment. Test results indicate successful outcomes as a result of these collaborations. For example, students who were previously failing in Coordinated Science I excelled in this environment.

Special Education teachers are a part of the core departments. They participate in the discussions of curriculum, assessment results, and best

Class of 2008 post graduation statistics sheet

ELA posters

Student portfolio prompt essays

Master schedule
Student report cards

<p>practices. Students who are not mainstreamed receive a standards-aligned curriculum in all classes.</p>	
<p>Incoming freshman are invited to a Freshman Orientation Night in the spring prior to their freshman year. The school band performs; and there are booths set up for the many clubs, activities, and sports that Warren has to offer. Students and parents can hear an overview of programs, explore the campus, and meet their student’s counselor, administrator, coaches, and club advisors. Handouts are also provided on graduation and college requirements.</p>	<p>Future Freshman Night Handouts</p>
<p>Our high school collaborates with the middle schools to coordinate registration so each student is correctly placed in classes and appropriate programs. This is done through many steps:</p> <ul style="list-style-type: none"> • Warren counselors meet with every middle school 8th grade student, at which time they discuss high school graduation requirements and scheduling. • Middle school teachers make class and program recommendations for their students. • Warren special education teachers meets with the middle school teachers and students to coordinate registration. In the late spring, middle school teachers are asked for recommendations based on the students’ grades and progress to ensure proper placement. • A transition guide is provided to all middle school students outlining important school information, graduation, and college requirements. • The Course Descriptions Handbook is available for students and their families. The handbook contains all course descriptions, outlines graduation requirements, and gives suggested courses of study. 	<p>Registration sheets Teacher recommendation sheets I.E.P.’s Transition guides Course description book</p>
<p>Each student has a Warren High School Learning Plan outlining graduation requirements and future career and college goals. At 10th grade counseling sessions with students and parents, counselors discuss grades, along with summer school, credit recovery programs, ROP, and adult school classes. In addition, information is given on college requirements; testing (PSAT, SAT, and ACT), “a-g” admission requirements, college application procedures (including application web sites, deadlines, and dates of college application workshops).</p>	<p>Learning plan “a-g” college requirements sheet College application websites CSU/UC eligibility charts SAT/ACT registration info Calendar of college application workshops</p>
<p>Flow charts from the math and science departments are used by counselors to show suggested courses and the chronological order in which they are</p>	<p>Flow charts</p>

<p>taken. The English department provides counselors and students with a guide for which 12th grade elective best meets a student's needs based on post-secondary intentions.</p>	<p>English department electives booklet</p>
<p>Warren High School offers eight honors courses in English, math, and science and 15 AP courses. During the past five years, enrollment in our AP program has steadily increased. In 2001, AP course enrollments totaled 592 students. Currently, AP class enrollments total 745. In 2008, 367 students (49%) took 579 AP exams. Of those students, 62% of the students received a score of three or higher. Every AP teacher has submitted and received syllabus approval from the College Board. Thus, the courses are standards-aligned as part of the district curriculum process and meet national standards for rigor and alignment to the AP course of study.</p>	<p>Master schedule AP score reports College Board audit</p>
<p>To increase the number of students from non-traditional backgrounds in honors and AP classes, in conjunction with West and Griffiths Middle Schools, Warren has built a very strong AVID program. Currently, we have 189 students enrolled in the program which is up from 67 students the first year. In 2008, Warren graduated its first AVID senior class. Twenty-one out of 22 students participating met the "a-g" requirements and gained admission to a four-year university. There is also a close partnership between the AVID program and content area teachers which is based upon providing students academic support. AVID elective teachers seek to keep lines of communication open between content area teachers, the student, the parents, and the AVID elective teacher in order to ensure student success. These same elective teachers continually monitor student academic progress as it pertains to the "a-g" requirements by contacting content area teachers via email, personal contact, and phone. They collaborate with content area teachers who are also site team members in an effort to reflect, analyze, refine, and improve academic instruction and student achievement.</p>	<p>AVID rosters</p>
<p>Teachers at Warren are engaged in various efforts to collaborate with colleagues across the curriculum to integrate instruction. Eleventh grade students combine American history and literature as they study McCarthyism and the Salem Witch trials in their English 11 and U.S. history classes. These same students also explore issues pertaining to economy and sociology as they study the Great Depression. Drama students rehearse and perform short plays written by the creative writing classes.</p>	<p>English/U.S. History lessons Drama presentations</p>
<p>As a district, Downey Unified facilitates dialogue between teachers and administration in order to develop new policies, procedures, and regulations. Currently, we have district and site level committees that meet to discuss the ongoing concerns with homework and related policies.</p>	

<p>We also have regular discussions in our PLC's which address grading procedures, homework and how it affects student performance. Both grading policies and homework guidelines are linked to student performance and credit attainment. Therefore, our PLC's often address graduation requirements and graduation rates. In 2007, the Superintendent formed the OARS committee (Options for At-Risk Students) to address the topic of graduation requirements and graduation rates. This group proved to be highly influential in the acquisition of an online credit recovery system.</p>	
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<p>The development and implementation of the Career/Technology Education program will provide great relevance to the curriculum and its rigor. Construction Technology students are presented with situations as well as speakers from the field that stress the need for algebra. Graphic arts/animation students will experience the relevance of geometry to their field. Project Lead the Way will provide these future engineers with hands on experience of how math and science relate to their field.</p>	
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Strengths:

- 90% of 2008 graduates with a plan to attend either a four-year college or community college
- Teacher input into curriculum and course offerings based on student needs.

Areas of Growth:

- Need for all teachers to receive SIOP training
- Preparation of all students to become lifelong learners
- Strategies to decrease the lack of motivation, poor participation, and lack of critical thinking skills by many of Warren's students
- Strategies to make the curriculum relevant to students who, for social or economic reasons, lack personal experience of the world
- Increase the students' ability to connect their classroom experiences to real-life applications, bridging the gap between personal experience and the relevance of academic coursework

<p>Admission to AP European History is based on recommendation from the 9th grade English teacher. AP Macroeconomics and AP Government is open to students who seek a challenging course of study and are willing to make the commitment to work hard and seek assistance when they are struggling. Admission to Honors Physics, AP Biology, AP Chemistry, and AP Environmental Science is based on prior science class performance and teacher recommendation.</p>	
<p>The Advancement Via Individual Determination (AVID) program has grown every year since its inception. The mission of AVID is to ensure that all students, and most especially the least-served students who are in the middle:</p>	<p>English Challenge Procedure</p>
<ul style="list-style-type: none"> • Will succeed in rigorous curriculum • Will complete a college-preparatory path • Will enter mainstream activities of the school • Will increase their enrollment in four-year colleges • Will become educated, responsible participants and leaders in a democratic society 	<p>AVID Mission Statement</p>
<p>Four years ago we had approximately 70 AVID students and two sections of AVID classes. This year we have 189 students and two sections of AVID classes per grade level. In addition to the eight sections of AVID, we have 24 AVID trained teachers who utilize AVID methodologies in their content area classes. From 2005 to 2008, 97% of our AVID students were accepted into four-year colleges; and 100% completed the “a-g” requirements. AVID students, who would not otherwise have taken AP and honors classes, performed comparably well to traditional AP students on AP exams.</p>	<p>AVID class roster</p> <p>AVID curriculum</p> <p>AVID Center Data</p>
<p>Many teachers at Warren offer tutoring for students in their own classes and others who might need help. In addition to the individual teachers that offer support, there are schoolwide student assistance programs. These programs include tutoring provided by Link Crew, AVID, ELD, RSP/SDC, Girls League, and Scripps College.</p>	<p>Tutoring List</p>
<p>Every effort is made to meet student’s needs by ensuring that each student is placed in the most appropriate environment. In Special Education, after conducting assessments, if needed, an Individualized Education Plan (IEP) is developed according to each student’s needs; and students are placed in either a Resource or Special Day Class. Annual IEP meetings are held to review the student’s goals and the appropriateness of placement. Whether mainstreamed or served in the special education class, every student is presented with the standards-aligned core curriculum. Instructional strategies are used appropriate to the students handicapping condition so the student may access the core content.</p>	<p>IEP’s</p>
<p>Teachers refer students struggling in class to the Student Study Team</p>	

<p>(SST). All of the student's teachers complete evaluation forms and attend the SST meeting. The SST works to identify the core problem the student is having and designs an effective strategy to meet the student's needs.</p>	<p>SST records</p>
<p>Based on the results of the home language survey and English language testing (California English Language Development Test or CELDT), students are placed in the English Language Development (ELD) program. ELD students are enrolled in curriculum courses that best service their needs. Enrollment is based on overall school performance, including CELDT scores, GPA, grades, CST scores, and High School Exit Exam results or District Writing Portfolio scores. A combination of the student's CELDT and other types of assessment results (i.e. CAHSEE or CST) is used to indicate fluency and designate students as Fluent English Proficient (FEP). If a student is designated as an English Learner (EL), he/she is assigned to Beginning, Early Intermediate, or Early Advanced/Advanced ELD classes and/or to transitional coursework classes using Specially Designed Academic Instruction in English (SDAIE) methodologies. ELD teachers use student assessment results and first and third quarter ELD progress reports to make counselor recommendations for future student course placement. The ELD coordinator checks students' schedules during the summer and monitors them throughout the year. The ELD Mentor and Coordinator host informational meetings to assist students in understanding how to successfully transition into the mainstream program. To ensure ongoing support, students that have transitioned into the mainstream program are monitored for two years.</p>	<p>ELD Testing</p> <p>ELD Progress Reports</p>
<p>All Warren students have access to the Career and College Center for help in college and career planning. All 9th graders complete a career assessment in either November or February. They are given assistance on how to interpret the results during 10th grade counseling. In 10th grade, students conduct career research through the Eureka database. They can use this information to research colleges that have programs that match their career interests. The Career and College Technician meets with 11th graders in the fall and spring to help them match college majors with their interests and their GPA's. College workshops are held in the fall to help students complete their college essays and applications. The counselors and the Career and College Technician do separate workshops for the UC's, the CSU's, and private colleges; and weekly help-sessions are offered to give one-on-one assistance with college essays. In addition, the technician meets with individuals and their parents to provide specialized help, especially for athletes and families with unique situations. Reminders about deadlines for college applications, the FAFSA, PSAT, SAT, and ACT are announced during morning announcements; information is also disseminated through flyers and the auto-dialer. The Career and College Center offers FAFSA presentations from January</p>	<p>Career and College Center calendar</p> <p>Library computer lab schedule</p> <p>English 11 lesson plans</p> <p>Workshop schedule</p> <p>Flyers</p>

<p>through the March deadline. The Career and College Center also offers help for students who are interested in joining the military and holds informational meetings in the spring for those students who plan to attend a community college. Cerritos College comes on campus in the spring to register students for fall classes.</p>	
<p>We have a well-established ROP program that includes the following classes: Animation, Commercial Photography, Construction Technology, Diversified Occupations, Fashion Coordination, Film/TV Production, Floristry, General Office Clerk, Introduction to Food Service, Retail Marketing, Supermarket Occupations, Web Design, Advanced Web Design, Food Service, and Office CVE. In conjunction with the ROP program, there are two career pathways that have been fully implemented: Film and Television and Construction Technology. Culinary Arts and Graphic Arts/Animation are waiting for the completion of their classrooms/centers, and then they will be up and running. In the fall of 2009, the engineering program, Project Lead the Way, will be implemented.</p>	<p>ROP Office</p> <p>Master Schedule</p> <p>CTE plan</p>
<p>Students may take a variety of visual and performing arts classes that fulfill the fine arts graduation and the “a-g” requirements. Courses include marching band, jazz ensemble, wind ensemble, concert band, percussion theater (after school), drama, drama production, chorus, advanced chorus, men’s choir, jazz choir, musical theater, photography, drawing, art, AP Studio Art, and AP Music Theory. Students gain access to the higher level classes by earning a “C” or better in lower level prerequisite classes or by audition.</p>	<p>Master Schedule</p>
<p>Warren offers 22 sports for both boys and girls with competition at the freshman, junior varsity, and varsity levels. The fall sports offered are football, cross country, water polo (boys), tennis (girls), volleyball (girls), and golf (girls). In the winter, the sports offered are basketball (boys), soccer (boys), wrestling, basketball (girls), soccer (girls), and water polo (girls). The spring sports available are softball, baseball, swimming, track, tennis (boys), and golf (boys). To be eligible for sports, students must have at least a 2.0 GPA and no more than one failing grade. Some sports, because of team size, hold open try-outs.</p>	

Strengths:

- The Personalized Learning Plan process contains built-in redundancy to insure all students are following their individualized plan
- ROP classes provide career exposure and training to a wide variety of students
- Success and growth of AVID program has helped students succeed in higher level classes, resulting in acceptance to four-year colleges

- Appropriate placement of EL students in classes maximizes student progress and minimizes the student movement that may result in a disjointed academic experience

Areas of Growth:

- Develop more objective criteria for entrance into honors/AP
- Need for longitudinal tracking of students in ROP/CTE classes to assess later student success
- Need to assess awareness of available post-secondary academic, career, and technical options available
- Assess student-athletes' post-secondary goals and provide for appropriate counseling and assistance

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Report	Evidence
<p>In the Downey Unified School District, students who complete the graduation requirements and pass both sections of the CAHSEE receive a standard diploma. Students who complete those requirements and the CSU/UC “a-g” requirements receive an Academic Diploma. Those who meet the graduation requirements but have not passed one or both sections of the CAHSEE receive a Certificate of Achievement. Students in the TMH and Adult Transition programs may receive a Certificate of Completion based on standards set within their IEPs.</p>	<p>District graduation requirements</p>
<p>At graduation in June 2008, 92% of the seniors (705 of 768) had completed all of the graduation requirements and received diplomas. Of the 705 graduates, 304 received Academic Diplomas. Six students received Certificates of Achievement, and six students received Certificates of Recognition.</p>	<p>Graduation Rate</p>
<p>For students within the DUSD, counselors meet with incoming freshmen to give information about graduation and “a-g” requirements during the second semester of their 8th grade year. At this time, students are given a planning guide booklet, which is a small version of the WHS Planning Guide. At the end of the registration period, incoming freshmen turn in their registration form. Counselors will meet with freshmen again at the beginning of 2nd semester of their freshmen year to evaluate progress towards graduation after 1st semester grades have been reported. During this meeting, students receive the full Warren High School Planning Guide to keep for four years. This contains information about graduation requirements, course descriptions, post-secondary opportunities, testing requirements, financial aid, and military and trade opportunities.</p>	<p>Warren High Planning Guide and Course Descriptions</p>
<p>To ensure that students are on track to meet the requirements of graduation, the counselors use various tools. The Individual Learning Plan (ILP) starts 2nd semester for 9th graders or the first time a student enrolls at Warren. The ILP follows students for four years. The ILP includes high school graduation requirements such as credits, courses, and examinations. Students receive copies of the ILP when they meet with their counselors.</p>	<p>Individual Learning Plan 9th Grade Registration Form</p>
<p>Counselors meet with students a least once a semester. First semester, they update the Individual Learning Plan. Students also receive the ROP guide and interest inventory. Second semester, students meet with their counselor to make sure the course request form is completed. It is during 2nd semester that students register for next year’s classes. This meeting</p>	<p>ROP Guide Warren High – Planning Guide and Course Descriptions</p>

<p>potentially fail a class. Students and parents are immediately notified of a student's inclusion on a teacher's potential fail list.</p>	
<p>Eight times per year parents are notified of their student's progress, including four progress reports, two quarterly grade reports, and two semester grade reports. Students and parents can also stay informed of student progress on a weekly basis via the Grade Check form available from the guidance office every Friday morning. On grade checks, teachers indicate the student's current grade and his/her citizenship; they can also make comments about missing and/or upcoming assignments or any other problems, as needed.</p>	<p>Report Cards and Progress Reports</p> <p>Grade checks</p>
<p>Parent/student/teacher/counselor conferences are held at the request of a teacher, administrator, the counselor, the student, or the parent. Families and school staff communicate in person, over the phone, via the auto-dialer and/or via e-mail. Back-to-school Night is a time for teachers to communicate to parents about class expectations. At Open House Night, parents and teachers get another chance to communicate about the class curriculum and the student's progress.</p>	
<p>Through the Warren website (http://warren.dusd.net), teachers may maintain their own webpage. The Web Design class students assist teachers who choose to have a webpage to build the page and post content. On a teacher's webpage, parents and students can find teacher contact information, professional background information, class assignments, homework, course curriculum, resources, and expectations as provided. Graduation requirements and the "a-g" requirements are also listed on the school website. Graduation requirement posters are available for teachers to post in classrooms.</p>	<p>Warren High School website</p>
<p>There are other tutoring opportunities available on campus. Tutoring is provided through the ELD office, special education program, math, foreign language, and science departments, and also through individual teachers in other departments. Through a partnership with Scripps College, Warren girls receive free tutoring from Scripps College students after school on Fridays. All freshmen who receive an "F" on their quarter report card have letters sent home from the Assistant Principal of Guidance, informing the parent and student of all of the tutoring opportunities that are available to the student at Warren High School.</p>	<p>Tutoring Survey</p> <p>Letters sent home from Assistant Principal</p>
<p>The Advancement Via Individual Determination (AVID) program seeks to increase the participation of underrepresented groups in challenging courses, leading to more students being eligible for and attending four-year universities. This program has been at Warren High School since the 2001-2002 school year. It has grown into eight elective sections, having two sections per grade level. Students who are in the AVID</p>	<p>AVID Mission Statement</p> <p>AVID Statistics</p>

<p>program are tutored every Tuesday and Thursday in the AVID elective class by college students. Students in the AVID program are taught study skills, like Cornell notetaking, to help them become better students. AVID elective teachers closely monitor their students with bi-weekly grade checks to make sure that students are meeting the “a-g” requirements as well as the requirements for graduation.</p>	
<p>Students who have fallen behind on credits and appear to not be reaching the requirements of graduation are “reclassified.” Since January 2007, Warren High School has had a designated counselor who deals with only these students. Students are reclassified if they have earned less than 50 credits at the end of their freshmen year or less than 100 credits at the end of their sophomore year. Reclassification helps to identify those students who are struggling and provide them with additional academic support to get them back on track to complete their graduation requirements by the end of their senior year. We currently have a total of 399 reclassified students (214 reclassified 9th graders, 163 reclassified 10th graders, and 22 reclassified 11th graders). These numbers vary throughout the school year due to the number of students transferring in and out of school, as well as students transferring to Columbus High School, the district’s continuation high school.</p>	Retention Policy
<p>Students who have not passed either the English Language Arts or Math portion of the CAHSEE are offered classes that will better prepare them to retake and pass the CAHSEE. Warren offers a total of eight ELA and Math CAHSEE sections. Two of these sections are available to the general/mainstream population, and the other six sections are available to the special education population. These classes have been extremely successful in preparing students to pass the exit exam.</p>	Master schedule
<p>All special education students have yearly IEP (Individual Educational Plans), where the special education department monitors the progress students are making to complete graduation requirements and also to ensure that students are correctly placed. Parents, teachers, administrators, and the student all meet and are all a part of the process. IEP goals are written to California content grade-level standards. Once the goals and accommodations have been set, confidential letters go out to general education teachers, identifying special education students and informing them of student needs, accommodations, and/or modifications outlined in their IEPs.</p>	Individual Educational Plan
<p>If a teacher feels that a student is unsuccessful in his/her class due to a program misplacement or unidentified learning disability, he/she can refer the student to the Student Study Team (SST) for evaluation. A meeting will then take place with the student, parent or guardian, all of the student’s teachers, the student’s counselor, and the school</p>	SST Referral

<p>psychologist. This meeting investigates and identifies what changes and accommodations need to be made to aid the student in achieving success.</p>	
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<p>The special education department hosts a Senior Information Night for all of their students who have an IEP. The purpose of the meeting is to inform students and their parents about various post-high school work and college options. Some of the topics that are addressed are graduation requirements, life after high school, financial aid, and the availability of resources within the community and through the local community colleges. Representatives from Cerritos College Community College attend and explain the enrollment process and the services that are available to our students through the Office of Disabled Student Services.</p>	
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Strengths:

- Training for counselors to use new student data system called Zangle that should eventually be accessible to parents
- Wide availability of tutoring on campus and encouraged by teachers, counselors, and administrators for students to use it
- Priority set by counselors, teachers, and parents to keep each other informed of any concerns about students
- A designated counselor for reclassified students
- A wide range of opportunities to experience real world applications
- Establishment of Link Crew program has helped incoming freshmen to adjust to the high school social and academic environment.

Area of Growth:

- Improve graduation requirement information for teachers and students to reduce confusion between “a-g” and graduation requirements
- Provide graduation requirement posters in every classroom (similar to those of “a-g” requirements)