

## C: Standards-based Student Learning: Instruction

- C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

Report	Evidence
<p>All departments have developed challenging learning experiences for students that are standards driven. In addition to helping students master the nuances of speaking and making presentations, Public Speaking classes feature a persuasive debate on a controversial issue of the students' choice. Students are even encouraged to take a position on a topic that is contrary to their own opinion so that they may truly hone their research and debate skills. Students who enjoy debate or are interested in a legal career can pursue those interests outside of the classroom by joining Warren's Mock Trial team. Mass Media students learn the necessary elements for creating and producing television shows as they record their own oral presentations in the form of newscasts, commercials, and interviews. Honors English 10 students prepare each other for final exams by reviewing major works of the periods and preparing an oral presentation and visual representations that have included puppets, skits, and interviews with a person/author from history in an effort to bring their specific time period to life. In Sociology, students work both individually and collaboratively to create their own utopias and present the rules and norms of their created societies to the class at the end of the semester. In Physics, students work in groups to experiment with the laws of motion and gravity as they build trebuchets, model cars, and rockets which they use in competition against each other as they test the functionality and effectiveness of their devices. Outside of the classroom, several Physics students participate in the Metropolitan Water District's Solar Boat competition where students design, build, and launch a solar powered boat. The AP Environmental teacher emails students local news articles regarding environmental events, such as our recent rain storms and flooding. Students read and analyze the articles, then come to class prepared to discuss the social, political, economic, and environmental aspects of the event. Warren's Journalism students work collaboratively to produce a bi-monthly newspaper, while the staff of Yearbook pools their talents to produce a large, full-color yearbook using the top graphic design software available. Students in a Government class participate in a campaign simulation where they support a candidate for office and are required to produce advertising pieces, including a "puff" and an "attack" piece, and hold a campaign rally where their candidate presents a speech.</p>	<p>Public Speaking Debates</p> <p>Mock Trial Activities</p> <p>Student Presentations</p> <p>Trebuchet, Model Car &amp; Rocket samples</p> <p>Solar Boat Entry</p> <p>Justice Newspaper El Orosio Yearbook</p> <p>Government Campaign Rallies</p>
<p>Each year, students in Drama classes participate in quarterly play</p>	<p>Drama Productions</p>

<p>performances that are open to the school and community. This fall's performance of <i>Arsenic and Old Lace</i> was enjoyed by students, staff, and community members alike. This year, honors English students will go on an in-school field trip to view a drama class performance and complete their See a Play project. Students purchase a ticket to the play, which helps to support the drama program. A medley of musical sketches featuring everything from jazz tap dancing to vocal ensembles is choreographed and performed each year by the students in Musical Theater. Warren's outstanding and award-winning Band delights us with special contemporary and jazz concerts in addition to the traditional classical numbers they perform for field shows and parades. Choir students utilize their skills outside of the classroom, as they visit and perform at local retirement centers, spreading cheer during the holiday season. Warren's choir students have also pioneered Café Desha, a student music venue held Fridays at lunch in the choir room. An incredibly successful venture, student musicians feature everything from rock to jazz music and always play to a standing room only crowd. In English classes, students often act out the plays they read, enabling them to better grasp the meanings of the play through its intended form. Art students showcase their best original work, from photography to scratch-art to watercolors, at Warren's annual Phantasm show, which is attended by the entire student body and is also open to parents and the community at our annual Open House night in April. During that evening, visitors are also treated to special short performances by drama, choir, dance club, and cheer.</p>	<p>See a Play Assignment</p> <p>Musical Theater Performances</p> <p>Band Performances &amp; Concerts</p> <p>Café Desha – Fridays in Room E3</p> <p>Phantasm Art Show</p> <p>Open House Schedule of Performances</p>
<p>EL classes have English standards posted in each room. Most district-adopted textbooks have the lesson-related standards printed at the beginning of each unit or chapter. Students in AP Macroeconomics and AP Government classes are provided with unit syllabi that identify the specific objectives for that unit. Several English teachers give students monthly calendars so students can plan ahead for their workload; they also are given the opportunity to keep a daily record of what is covered in class to track discussions and assignments. Teachers also provide extensive scaffolding activities and bring in research to assist EL students in the essay writing processes. In preparation for the CAHSEE, students read and discuss sample essays provided by the California Department of Education so that they understand what to expect on the exam. All English students participate in the district portfolio program that requires them to write persuasive, autobiographical, expository, research, and technical papers in addition to resumes, business letters, and responses to literature. The teachers review rubrics with the students before beginning the writing process so that students have a clear understanding of the department's expectations. Review for standardized tests is accomplished in some classes through the use of the Sadlier-Oxford Vocabulary workshop. Not only do students study grade-level vocabulary, sentence</p>	<p>Textbooks</p> <p>AP Syllabi</p> <p>Scaffolding samples</p> <p>CAHSEE booklets</p> <p>Portfolio samples</p> <p>Journal samples</p> <p>DBQ samples</p> <p>Lab report samples</p> <p>Historical paper</p>

<p>structure, and passage-based reading, they also have access to a website for additional vocabulary help. Creative writing classes use journals and open-ended questions to generate ideas for future writing projects. Students in AP European and U.S. History classes practice writing responses to data-based questions (DBQs), studying the rubrics in advance to improve their performance. Students in lab science classes write lab reports that describe in detail their hypothesis, procedures, experiment, results, and conclusions. Students in 11<sup>th</sup> grade English and U.S. history complete a historical research paper that pairs the writing and research skills learned in English with content on a specific American historical event.</p> <p>Students in science classes participate in a Pet Molecule project, whereby they adopt a molecule and then research and write a report on the properties and uses of their molecule. The entire campus is entertained on the day the project is due, as students become their pet molecule for the day, complete with a home-made shirt that details the “personality” and structure of their molecule. Students in food and nutrition classes keep a food diary, detailing every morsel they eat or drink over the course of several days. They then visit the library media center and use an online calculator to research the nutritional values of everything they have consumed, making a chart of the total calories, fat grams, and sodium levels. This project often shocks students into the realization that taking control of their nutrition is an essential part to managing their physical health. Economic students must identify a career, research its educational requirements, pay rate, and typical duties and responsibilities. Each student chooses a different career, and the project culminates in a presentation to the class. By the end of the presentations, students have learned of nearly 40 new careers they have open to them. AP Statistics students construct and administer a student survey, after which they analyze and evaluate the results and determine the effectiveness of their survey against the original goals set in questioning. AP Environmental students must construct a “green” city, in which all city components are environmentally sound.</p>	<p>samples</p> <p>Pet Molecule T-Shirts</p> <p>Student food diaries &amp; nutritional charts</p> <p>Career presentations</p> <p>Student generated surveys</p> <p>Green city samples</p>
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**Strengths:**

- Rigorous, relevant standards-based curriculum
- Accessible Career and College Center
- AVID program
- APEX credit recovery program
- Seven full time guidance counselors and one full time guidance counselor for reclassified 9<sup>th</sup> and 10<sup>th</sup> graders
- Full time psychologist on campus
- Full time ROP counselor and technician
- AP Coordinator

- Honors and AP classes
- Extracurricular activities
- Academic Awards Assembly
- Golden Bear Award programs
- All students are required to take algebra
- Strong articulation between general education and special education
- Textbooks aligned to the California State Standards

**Areas of Growth:**

- Increase support for reclassified 9<sup>th</sup> grade students
- Clearly communicate expectations as aligned to the California State standards to all shareholders
- Investigate ways to help all students to be more successful with graduation requirements
- Establish more articulation with middle schools to improve basic skills
- Increase communication to 9<sup>th</sup> graders and new students regarding graduation requirements (e.g. a mandatory 9<sup>th</sup> grade assembly)
- Increased awareness of relationship of WESLR's and teacher instruction
- Upgrade computers for teachers and students

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Report	Evidence
<p>Aware of the needs of students with a variety of learning styles, teachers help students identify and build upon skills that match their learning style to enable them to become more successful in all classes. Teachers regularly search for new techniques to engage all learners, utilizing all available resources to create effective lessons. English classes reading a novel together in class frequently have the accompaniment of an audio version of the book, such as <i>To Kill a Mockingbird</i> as read by Sissy Spacek, whose Southern drawl helps the words come to life as students contemplate the characters and setting. U.S. History students analyze decades of American history by listening to the influences of society on music from the period.</p>	<p>Learning styles lesson/quiz</p> <p>Library's Audio CD collection</p> <p>Decades project samples</p>
<p>Most teachers now have LCD projectors in their classrooms, which allows them to connect with all types of learners as they use this technology for more than PowerPoint presentations. Government classes recently watched election coverage and the Presidential Inauguration via CNN's live streaming video, while world history students viewing images of oil paintings make the connection between social and political influences in art during the Renaissance. Poetry is analyzed in new ways as students view live performances from Slam Poetry and Def Poetry competitions. Art students recently engaged in a lively discussion of controversial "prank art" while viewing examples from the web.</p>	<p>LCD projectors</p> <p>Streaming video accessible via web</p> <p>Slam and Def Poetry DVDs</p> <p>Prank art images</p>
<p>Construction Technology students learn industry standards and codes firsthand as they remodel their own classroom. Drama and Musical Theater teachers have their students practice regularly with sets, stages, and props to make each rehearsal as close to the final show as possible. Science students are able to see enlarged images of molecular structures while they study the elements, while in Anatomy classes, students have a hands-on opportunity at the dissection of a pig while a teacher displays enlarged images of the process by using a live document camera.</p>	<p>Construction Technology room</p> <p>Drama &amp; musical theater sets, stages, &amp; props</p> <p>Dissections</p> <p>Document camera</p>
<p>Teachers also utilize training gained outside of the classroom to facilitate student learning. Many of our faculty members also coach, and the strategies used with their teams also play well with their students. Teachers understand that while all students can learn, the timelines for learning can differ from student to student, which is when the concept and practice of re-teaching becomes integral to student success. Classroom activities often build upon personal experiences and knowledge, such as the</p>	

<p>Self Poem that students write during an English poetry unit. Students in English classes build a cross-curricular connection with history lessons when evaluating themes in literature as displayed in novels like <i>Night</i>. As students examine Elie Wiesel's loss of faith in light of what they have learned about the Holocaust, they turn to investigate their own feelings toward faith and how those feelings have shaped who they have become, creating a bond between character, historical figure, and self. In all classes, students are encouraged and supported to forge connections between their personal knowledge and textual reading.</p>	<p>Thematic paper samples</p>
<p>Warren's library media center is constantly utilized by the student body and is considered to be a valuable resource. Not only is the library booked (usually months in advance) nearly every period of the school day with class visits, many students on campus visit the library during their free time before school, at snack or lunch, and after school to utilize the computers and online resources or the 30,000 volume print collection. Students regularly utilize the library's multimedia presentation system to share their finished projects, such as the French Chateaux PowerPoint project, with their teachers and classmates. Students are also encouraged to utilize the library's Books on Demand program, whereby students can request that specific books/topics be added to the library's collection. Art students recently took advantage of this program when they requested that books on the graffiti movement be added to the library's print resources. Books were ordered to support their research as they discovered the validity of this hotly debated art form and how it is often fueled by social and political movements around the world. When students need resources brought to their classrooms, teachers arrange for book carts filled with specific subjects to be delivered to their classrooms.</p>	<p>Library media center schedule</p> <p>LMC computer lab</p> <p>LMC print collection</p> <p>LMC presentation system</p> <p>LMC Books on Demand samples</p> <p>LMC Book carts in classrooms</p>
<p>Warren's library media center currently maintains subscriptions to two databases: Student Resource Center and Opposing Viewpoints Resource Center. Students in English, Social Science, and even Science classes use the Opposing Viewpoints databases to research controversial issues relevant to their class projects. Students use the Student Resource Center database for researching an even wider variety of topics, analyzing modern art movements for an assignment in their drawing classes to reviewing original source video or audio of Martin Luther King's speeches for their Civil Rights research paper. Students have home access to these database subscriptions 24 hours a day, 7 days a week. Most major class projects in the core departments require students to utilize the databases to retrieve quality resources. Students are able to email and save any resource they retrieve from the databases and save it to a traveling My Documents folder under their personal computer login that is accessible via any computer on campus, thanks to Warren's computer information network.</p>	<p>LMC database subscriptions</p> <p>Student computers &amp; network</p>
<p>Teachers often bring outside resources into the classroom, giving students</p>	

<p>the opportunity to make connections beyond the campus. Senior Government classes have had visits from City Council members and a Congressional representative. Criminal Justice students are visited by local judges, probation officers, representatives of the various branches of law enforcement, and even guard-escorted juvenile offenders. Photography and Art classes are visited by artists, representatives, and former Warren grads now involved with programs from Brooks Institute of Design, Fashion Institute of Design and Merchandising, and Savannah College of Art and Design. English classes enjoy guest lectures by retired Warren teachers on topics such as <i>The Great Gatsby</i> and metaphysical poetry. Art students bring festivals to us by transforming our campus with cultural art on holidays like Dios de los Muertos.</p>	<p>Guest speaker visitation schedules</p> <p>Campus art samples</p>
<p>Warren students often comment that the field trips they have participated in have greatly helped them to solidify the connections to what they learn in class. World History students visit the Museum of Tolerance while studying World War II and the Holocaust. French students take in culture by attending French plays and dining in French restaurants. Art students participate in the yearly Sidewalk Chalk Art Competition in Santa Monica. English students delve into the world of literature at UCLA's annual Festival of Books. AP Environmental Science students visit Cabrillo Beach to study the ecosystem and what effect human pollution has on the beach's environment. Students from TMH Basic Skills class and the Adult Transitional class regularly visit the local supermarkets, malls, banks, and other establishments to build their skills and help them to become more independent. Field trips to local courts are arranged for Criminal Justice classes so that students can see the law process in action. German class visits Alpine Village each year to mingle among German language, food, and culture. During spring break, Drama students visit New York City to see a variety of Broadway plays, while Government students have visited Washington D.C. to take in our nation's history.</p>	<p>Field trip schedules</p> <p>Sidewalk Chalk Art Competition photos Ecosystem reports</p> <p>Community visitation schedule</p>
<p>Even when the teaching schedule is tight and time does not permit students to leave the classroom for field trips, Warren's many well-traveled teachers bring their experiences to their students. In science classes, students hear firsthand from a teacher who spent a summer in China with giant endangered pandas. A teacher describes firsthand to her students what she learned on her visit to the Gallapagos Islands, while another describes in detail the many cultures she encountered during her year-long trip around the globe and how she joined the Tsunami Relief effort in Indonesia. A World History teacher draws upon his year as a Fulbright Scholar in England as he lectures to his class about the Renaissance.</p>	<p>Photos &amp; other documentation from teacher excursions</p>
<p>Warren students participate in a variety of job shadowing, apprenticeship, and community project opportunities on campus and within the city of Downey. Students in our film and television production class are trained in</p>	<p>Film &amp; TV Studio</p>

<p>a state-of-the-art studio facility, which enables them to be competitive for internships at our local Downey Film Studios. Students interested in pursuing a medical career can begin volunteering at age sixteen at Downey Regional Medical Center through their Volunteer Corps program, which puts students in touch with patients in a variety of departments as well as the behind-the-scenes details of hospital operations. Both the Downey Police Department and the Downey Fire Department offer our students Explorer programs, which helps to fast-track students into an educational program and a career in the field after graduation. Downey Federal Credit Union recently pioneered a campus banking branch that enabled students interested in the banking industry to work part-time, earning valuable skills and insight into this career option.</p>	<p>&amp; curriculum</p> <p>DRMC Volunteer Corps program</p> <p>Explorer programs</p> <p>DFCU campus branch and/or recruitment program</p>
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**Strengths:**

- Use of technology in the classroom at a proficient level by the majority of teachers
- Classroom technology, including LCD projectors (in modernized classrooms)

**Areas of Growth:**

- Funding and plan to maintain and replace outdated equipment
- Increase staff technologically proficiency