

## E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Report	Evidence
<p>School, teachers, parents, and community interact through</p> <ul style="list-style-type: none"> <li>▪ Telephone and Auto-dialer</li> <li>▪ Email</li> <li>▪ Warren High School website and DUSD website</li> <li>▪ Homework hotline</li> <li>▪ Back-to-School and Open House Nights</li> <li>▪ Weekly grade checks, progress reports, and report cards</li> <li>▪ Parent mailings</li> <li>▪ Parent meetings</li> <li>▪ Parent groups</li> <li>▪ School marquee</li> <li>▪ <i>The Downey Patriot</i> (the local weekly newspaper)</li> <li>▪ Community presentations</li> <li>▪ Community sponsored events</li> <li>▪ Advisory committees</li> <li>▪ Awards nights</li> <li>▪ School Accountability Report Card</li> </ul> <p>Every classroom is equipped with a telephone. Only office phones have direct dial capabilities, calls to and from outside of Warren must go through the school switchboard. This feature hampers teacher use of the phone as a tool to communicate with parents. Teachers may request calls not be put through to their room during class and routed to voice mail. The auto-dialer allows parents to be contacted with information about events, individual student absences, teacher assignments, meetings, etc.</p> <p>Every staff member is provided with a district email account. Many staff members make this information available to students and parents as a more effective means of communication than telephone calls. Email addresses are available to the community through the school's website.</p> <p>Warren High School and the district each maintain a website. The districts website has links to Board policies, SARC's, and graduation requirements, as well as resources for parents and students. The school's website contains information regarding school events; school calendar; information and links for administration, departments, teachers,</p>	<p>Classroom survey</p> <p>Staff email accounts</p> <p><a href="http://www.dusd.net">http://www.dusd.net</a></p> <p><a href="http://warren.dusd.net">http://warren.dusd.net</a></p>

<p>counselors, and school programs. The school's WESLR's, mission statement, Focus on Learning Report, and SARC are available on the website. Every teacher has a webpage listing each teacher's schedule; some teachers have added additional content like assignments, homework, policies, and resources.</p> <p>The homework hotline provides a recording of teachers' homework assignments. Parents phone in and access their student's homework assignments. Only a few teachers make use of this resource.</p> <p>Back-to-School Night is held in September. Parents are invited to visit teachers and classrooms to learn about curriculum and expectations. During this evening, parents follow their student's schedule and move from class to class. Bells are rung to simulate the much shortened "class periods." In the spring, parents revisit the school for Open House. At Open House, the format is less structured and more about presenting the whole school to the parents and community. A special effort is made to invite parents and students from the feeder middle schools to attend and get to know the campus and the different programs that are available. Performances are staged by the band, choruses, and dancing groups. The Art Department stages a student art exhibit and contest. Teachers may choose to open their classrooms or to meet visitors in subject groups or as departments.</p> <p>Parents can request weekly grade checks for their students. Students pick up the form on Friday morning in the guidance office and take it to each teacher. In addition to the grade, space is provided for comments on missing assignments, test performance, and improvement. Formal grades are sent to parents eight times a year through progress reports, quarter grades, and final semester grades. Teachers have ten comment options to inform the parent of difficulties the student is having. The district is in the process of switching over to a new student information system that includes a teacher grading system. When fully implemented, parents will be able to access student grades in real-time. Unfortunately, full implementation is said to be three to four years off.</p> <p>Each summer parents are mailed relevant school information including policies, school calendar, and program information. Parents are also mailed the results of student testing on the STAR and CAHSEE.</p> <p>Parent meetings are held by the school, guidance department, EL program, special education, AVID, athletic teams, cheerleading, and the Career and College Center.</p> <p>Future Freshman Night is held each spring for parents and students who will be matriculating to Warren. Attendees have the opportunity to hear</p>	<p>Back To School Night</p> <p>Open House</p> <p>Grade checks Report cards Progress reports</p> <p>Summer mailing packets</p> <p>Future Freshman Night flyers</p>
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<p>and talk about what Warren has to offer students. Departments, programs (AVID, GATE, etc.), band, chorus, and athletics have representatives available to talk with parents and answer questions.</p> <p>Guidance counselors meet with parents and students at 10<sup>th</sup> grade counseling. Tenth grade counseling occurs in the spring during individually scheduled meeting. Students and parents meet with the Career and College Technician to review possible post-secondary opportunities. The student and parent then meet with the student's counselor and develop an Individualized Learning Plan to guide the student to accomplish his/her high school goals and be prepared for his/her chosen post-secondary direction. Counselors also meet with parents at the request of the student, parent, or teacher. School Study Team (SST) meetings are held with parents, students, teachers, and appropriate others to review student needs and identify ways to meet those needs and/or additional assessments that need to occur.</p> <p>Parents of EL students are involved in their student's learning and with Warren through the English Language Advisory Committee (ELAC). In the last three years, efforts to improve participation have resulted in a tenfold increase in parent attendance. Communications to the parents are provided in Spanish, and Spanish translation is done during ELAC meetings. The vast majority of students' (95%) home-language surveys identify Spanish as the primary language. Currently, other language translation is not available. Parents are contacted using the auto-dialer, printed flyers, school marquee, and a phone bank. Each ELAC meeting includes a parent training portion. Topics for the training sessions are based on parent recommendations. The focus of the training sessions is providing parents with strategies and resources to help them assist their students at home. Guest speakers are invited to talk with parents about community resources available to parents and students. Parents represent Warren at the district through participation in the District English Language Advisory Committee (DELAC). Scholarships for graduating seniors are provided with funds raised by the parents. Decisions about re-designation to fluent English proficient are made with parent input.</p> <p>The Special Education Department hosts an annual information night for the special education students to make them aware of transition opportunities. The department is also holding meetings with parents about the CAHSEE and services for students to prepare for passing the exam. IEP meetings are scheduled, as much as possible, to involve parents as full participants in the process. Meetings include the student, special education teacher(s), school psychologist, regular education teacher(s), administrators, and appropriate others.</p>	<p>10<sup>th</sup> grade Counseling schedule</p> <p>ELAC meeting agendas</p> <p>DELAC agendas</p>
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<p>Annual AVID Outreach</p> <ul style="list-style-type: none"> <li>▪ NES Testing (one Saturday monthly): Parents, AVID teachers, and students host and provide proctors for testing administration.</li> <li>▪ Rubio's, Cold Stone, McDonald's McTeacher Night fundraising (throughout the year) – local merchants share a percentage of proceeds with the AVID program for every parent, community member, staff member, or student who patronizes the establishment of the fundraising night.</li> <li>▪ AVID End-of-the-Year Banquet (June) – Attended by parents, students, AVID teachers, regular education staff, community members, and Board members. The Banquet recognizes the accomplishments of AVID students.</li> <li>▪ Parent meetings for incoming 8<sup>th</sup> graders to AVID at Warren – Held during the recruitment and selection process, these meetings provide parents and students with information about program qualifications, selection, high school graduation, program expectations and goals, and college.</li> <li>▪ AVID 9<sup>th</sup> Grade Parent Night – Meeting reviews program goals and academic expectations, as well as providing an opportunity for parents to get questions about high school, student performance, and college answered.</li> <li>▪ 10<sup>th</sup> Grade counseling – AVID students and parents are required to attend these meetings with counselors to review and plan the students course of study to meet college entrance requirements.</li> </ul>	<p>Flyers</p>
<p>The Career and College Center offers monthly meetings for parents on the preparations necessary for college and financial aid. In January and February, the Center invites parents of seniors to attend a presentation about the Free Application for Federal Student Aid (FAFSA). The Career and College Center secures a presenter from one of the area college financial aid departments to come and walk through the FAFSA line-by-line with parents. On two follow-up nights, parents have the opportunity to come to school, use the site computers, enter their information on the FAFSA, and get immediate assistance from the Career and College Technician with questions and concerns.</p>	<p>Career and College Center calendar</p>
<p>Parents have a variety of opportunities and are actively recruited to get involved in groups that support students, like the Parent/Student/Teachers Association (PTSA), Academic Booster Council (ABC), Grad Night Committee, School Site Council, ELAC, and booster clubs for band and athletics. Academic Booster Council provides incentives for student academic performance, including a 3.0 Breakfast and Bronze Bear Awards (for high achieving students who are also involved in activities or community service). The Grad Night</p>	<p>PTSA, ABC, Grad Night, ELAC, SSC, booster club minutes</p>

<p>Committee organizes and sponsors the senior all-night party after graduation. The Band Boosters raise funds to provide equipment and provide volunteers to assist at field competitions. The Football Boosters provide varsity players with a pre-game meals as well as raise funds to support the program's needs.</p>	
<p>Parents were recruited to participate in the Focus on Learning process. The FOL coordinator attended meetings of PTSA, SSC, ABC, and ELAC to describe the process and solicit volunteers. Approximately 10 parents volunteered to participate. Parents who participated described how educational the experience had been and how grateful they were to be included in such an important process. Conflicts with work schedules were a concern, so an on-line discussion site was launched to provide parents an opportunity to participate even if they were unable to attend focus group meetings. The use of this site met with limited success due to technical difficulties and a lack of experience on the part of parents and staff on the use of such sites. We learned we need to do a better job of preparation, anticipating technical problems, training of all shareholders to make effective use of this technology.</p>	<p>Organization minutes</p> <p>FOL website</p>
<p>Construction at Warren has changed the orientation of the campus so that it fronts on to one of the major thoroughfares in Downey, Paramount Boulevard. This allows parents and the community to be informed using the school's digital marquee. Messages are regularly updated to advertise student accomplishments, school activities, and other events.</p>	<p>Marquee</p>
<p>One disadvantage to Downey is that its local paper is a small weekly and the other area papers provide spotty coverage. <i>The Downey Patriot</i> does carry stories about student accomplishments, events, and sports when provided the information.</p>	<p><i>The Downey Patriot</i></p>
<p>The principal, staff members, and students attend meetings of community organizations. This provides Warren an opportunity to share what is happening at Warren with the community's leaders. This awareness brings recognition for students and staff and has resulted in financial support for Warren's programs. The Kiwanis of Downey have given \$30,000 to support Project Lead the Way with needed equipment so it can be implemented in 2009-2010. Soroptomist International of Downey sponsors SAT summer preparation classes.</p>	
<p>Through the district, each Career/Technical Education class has an industry advisory board. The CTE program seeks to ensure it is preparing students to current industry-standard skills. Through involvement of industry representatives, the program will set and continually re-evaluate it standards to achieve this goal. The program is working to establish articulation with a variety of post-secondary</p>	<p>CTE advisory boards</p>

<p>institutions, including technical schools and colleges. Project Lead the Way is currently in development through articulation with California State Polytechnic University, Pomona.</p> <p>The Downey City Young Adult Librarian regularly articulates with Warren’s librarian about city library services available and student needs for school projects. Students are able to make one-on-one appointments with the city librarian through the “book-the-teen librarian” process. This allows students with library cards to have the individual assistance of the librarian for up to one hour per day. The library provides free student programs on study skills, conducting research, and SAT preparation.</p> <p>During the textbook adoption process, parents and community members are able to review and comment on textbooks prior to the final district adoption. Comments are reviewed by the textbook selection committee, administration, and Board before final adoption.</p> <p>Community organizations, families, and individuals support Warren graduating seniors with scholarships. Seniors complete a community scholarship application and write a local-scholarship essay. One of the counselors coordinates the local scholarship process, providing sponsors with applications to review and arranging interviews. At Senior Awards Night, over \$150,000 is awarded to seniors to pursue post-secondary education.</p>	<p>Downey City Librarian programs</p> <p>Text Book Adoption cycle</p> <p>Senior Community Scholarship application</p> <p>Senior Awards program</p>
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**Strengths:**

- Community support and involvement through scholarships, program donations, and participation in advisory committees.
- Outreach to parents of EL students
- Number and variety of parent contacts

**Areas of Growth:**

- Greater use of available technology to contact parents, including use of staff web pages
- Regular GATE parent advisory meetings



In addition to the discipline plan staff has written an honor code to define cheating and plagiarism and set consequences. The honor code states the following: “Warren High School is committed to the pursuit of excellence in a culture that values integrity as we foster a community of ethical individuals. The pursuit of excellence challenges students not only to improve their minds, but also to develop good character. Integrity is doing what is right even when no one else is watching. Ethical individuals promote and protect an atmosphere of trust, fairness, and respect.” Staff and students work together to foster an environment that is conducive to protecting the rights of all, therefore maintaining a culture of mutual respect. This is enforced by the Honor Code Referral System which monitors unethical behavior, cheating, and plagiarism. Advancing technology has made the issue of plagiarism difficult to ensure that students understand exactly when their actions are wrong.

Warren Honor Code

The district has established an Acceptable Use Policy identifying appropriate use of the district’s internet connection. Every parent and student is required to sign the Acceptable Use Policy and copies are maintained in the school office. The district restricts access to websites through filtering software. Unfortunately, in a K-12 district the filter is “one-size fits all” and many educationally valuable websites are blocked that would be appropriate for high school use. Teachers may request that individual sites be unblocked. Requests are reviewed by the district technology department.

District Acceptable Use Policy

The growth of the student population and on-going construction created a difficult situation at lunch from both the standpoint of providing food and concerns about safety. As a result, administration decided to develop a two lunch schedule. The campus is split to as nearly as possible put half the campus on each lunch. Lunch occurs during 4<sup>th</sup> period and the lunch periods are separated by a time when all students are in class to ensure students attend class and do not take a double lunch. Teachers are compensated to assist with lunch supervision, providing additional support.

Bell schedule

Lunch supervision schedule

Concerns about students out of class have been addressed by a lanyard system. Each classroom is provided an identifying lanyard to be used by a student needing to leave class. Students attach their student ID to the lanyard when out of class allowing identification of the student and what class he/she is from. Student aides have a picture ID lanyard to wear when out of class.

Students and staff at Warren High are aware of school-wide safety precautions and are proactive in implementing them. The school is in

compliance with the state mandated annual emergency evacuation review. Construction has necessitated frequent modifications of evacuation procedures to accommodate moved classrooms and blocked evacuation routes. Additional evacuation drills have been held to have students and staff practice new evacuation routes. At the beginning of each school year, parents are required to update their student's emergency information. There is an outlined Disaster Plan that determines the responsibilities of designated staff and students, in addition to mapping out an evacuation plan in case of an earthquake, fire, or other emergency. The evacuation route is discussed and posted in every classroom to increase student awareness. Teachers review emergency plans with students and identify a "shake buddy." The Shake Buddy Program exemplifies Warren High's commitment to the importance of organization, especially in emergency situations. Every teacher is partnered with a neighboring teacher and in an event that the teacher is missing, students are also aware that they are to report to their teacher's shake buddy. Earthquake drills are held at least once a year and include simulated injuries, building damage, and sweep and rescue. Additionally, Warren practices lockdowns and fire drills. This practice familiarizes students of the necessary safety procedures in the event of an actual emergency and decreases the level of anxiety. All classrooms are equipped with telephones that allow the teachers to remain in contact with fellow staff and the administration as needed or in case of emergency.

Warren has one supervising groundskeeper and one utility worker on campus during school hours. Classroom cleaning, painting, electrical, landscaping, etc. are handled by district personnel. District, rather than site control, and staff reductions have led to slower response times and oversights. Administration addresses these concerns with district maintenance and operations.

There are numerous trash receptors located conveniently throughout the grounds to help facilitate cleanliness. Students are encouraged to keep the campus clean on their own accord or they are given additional encouragement through the "Trash Pick-up Policy." Students may be given a trash pick-up referral in lieu of detention. This fosters a schoolwide effort in keeping Warren High a beautiful campus.

The staff believes that setting clear expectations for behavior, acting proactively in anticipation of possible emergencies, and working to have a clean campus provides with a sense of order, consistency, and order. These actions provide an atmosphere where students and staff can focus on learning. These measures and the consequences for infractions of the discipline plan are also in support of WESLR 2 attributes; responsibility, honesty and decision making skills; and

Emergency and  
Evacuation Plan  
Lockdown procedures

WESLR 3 pride in one's self, work, school and community.

Culture of trust and professionalism

The move to establish Professional Learning Communities began with training for PLC group leaders on how to set group norms and build trust among the group's members. For some groups this effort has been easier than in others. Some groups and individuals have a greater trust level than others and are able to openly share concerns and problems. With time, experience, and encouragement, it is hoped that a greater trust level can be established and a greater level of collaboration can occur. Learning, for both students and staff, is the central theme of the PLC groups.

In PLC groups, department meetings, leadership (administration and department chair) meetings, and staff meetings there is a conscious effort to share the latest research. It is probably accurate to say this is an emerging process. Greater discussion is occurring at the leadership level and is slowly moving to other levels. As with the issue of trust, some groups are ahead of others.

The Beginning Teacher Support and Assessment Induction program provides a trained veteran teacher to assist the new teacher through the first two years. This support is provided in an atmosphere of trust and not evaluation or judgment. The support provider is bound by agreement not to share either observations or conversations with others.

BTSA program

The principal respects the staff as professionals who will act accordingly. When he is aware that someone's actions are inappropriate, he holds a private conversation with that person and takes necessary action. Every administrator on campus maintains an open-door policy. Staff is welcome to discuss their concerns and problems with administration. The focus is on problem solving not affixing blame.

High expectations for all students

Forty-three percent of 9<sup>th</sup> graders said adults at school had high expectations of students, 44% said there were moderate expectations, and 13% said there were low expectations (on the California Healthy Kids Survey). At the 11<sup>th</sup> grade the responses were 40%, 49% and 11%, respectively.

In meeting the challenge of getting special education students past the hurdle of passing the exit exam, staff designed a program and provided encouragement in the belief that each student was capable of achieving this goal. The end result was that every credit-eligible student passed the CAHSEE, graduated, and received a diploma in 2008.

<p>The AVID program supports and encourages students who come from historically underrepresented groups to set high goals and achieve them. Every 2008 AVID graduate received admission to multiple four-year colleges or universities.</p> <p>The EL program works to develop English proficiency and support students in all content areas. Eleven percent of students achieved the goal of re-designation to fluent English proficient in 2008.</p> <p>AP teachers have developed their courses and participated in the AP audit, resulting in every teacher being certified as meeting the College Board's review committee's standards for rigor in class assignments and assessment.</p>	
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**Strengths:**

- Emergency evacuation procedures
- Supportive administration for teacher requests and concerns
- District and school policies, rules and codes are well established and disseminated

**Areas of Growth:**

- Increase collaborative effort between parents and staff
- Restricted parking for staff
- Stricter adherence to Dress Code Policy
- Dumpsters can be placed in an area that would not be so unsightly
- More personnel needed to monitor the activity at the entrance and exit gates
- There should be a designated area where announcements and advertisement posters can be posted

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Report	Evidence
<p>Warren High School has a strong, supportive culture that helps ensure all students receive appropriate support to achieve academic success. Student support is a top priority at Warren. This is evidenced by the wide range of programs offered and the support mechanisms currently in place. Academic programs include Honors, Advanced Placement (AP), Gifted And Talented Education (GATE), Advancement Via Individual Determination (AVID), English Language Development (ELD) and Special Education.</p> <p>The honors courses are college preparatory classes that are designed to challenge the university bound students. Honors classes are offered in Algebra, Geometry, Trig/Pre-Calculus, Algebra II, Physics, Chemistry, English 9, 10, and 11. Advanced Placement (AP) classes are introductory college level courses designed to prepare students with the opportunity to take an AP test. Passing this test provides the potential for earning college credit and/or fulfilling college requirements. Advanced Placement classes are offered in Biology, Environmental Science, Physics, Statistics, Calculus, English language/literature, French language, Spanish language, Spanish literature, German language, European History, United States History, United States Government and Politics, Microeconomics, Studio Art, and Music Theory.</p> <p>Warren High has approximately 233 identified GATE students on campus. GATE funds are used to provide training for AP and honors teachers. This year that will include GATE certification training. Funds are also used for materials for AP and honors classes, supporting college field trips through CSF, and supporting academic based teams (e.g. Mock Trial, Solar Cup Boat, etc.).</p> <p><u>AVID</u> Warren High's AVID (<b>A</b>dvancement <b>V</b>ia <b>I</b>ndividual <b>D</b>etermination) program dedicates itself to supporting student learning and growth, providing students who fall in the middle-level of academic achievement a chance at eligibility to a four-year college. Warren High School has three AVID counselors who guide eight AVID sections. To support the AVID student in the process, the program uses a curriculum where writing, inquiry, collaboration, and reading are strongly emphasized. This curriculum teaches students the skills necessary to succeed in college-preparatory classes and eventually in college. Students transform from passive learners into active classroom contributors and critical thinkers. Using rigorous standards, students learn organizational and study skills</p>	<p>Master Schedule</p> <p>GATE</p> <p>Master Schedule</p> <p>AVID Crate for certification &amp; AVID Center Data: <a href="http://www.avidonline.org">www.avidonline.org</a></p>

while developing their critical thinking ability. An added dimension to the AVID program, unlike any other on campus, is that students get in-class tutoring two times a week, receiving academic help in any core subject from peers and college tutors. With active participation in such enrichment and motivational activities, admission to a four-year college is now attainable. The outcome is a strong support for students through learning while building self-image. Every AVID student has the opportunity to emerge as academically successful leaders and role models for other students.

Warren High School's AVID program has been very successful in providing academic support in which the following evidence is shown in comparison to Warren High's schoolwide population. When comparing AVID students with the entire school population for meeting the A-G requirements, 94% of the 2005 AVID graduates met the requirements compared to 28% for the entire school. In 2006, 2007, and 2008, 100% of the AVID graduates met the A-G requirements compared to Warren High's 38%, 35%, and 45%, respectively.

In a comparison of the California High School Exit Exam passing rates for students taking it the first time, AVID students in both English/Language Arts (ELA) and Mathematics for years 2005-2008 passed at a rate of 100%. The 2005 passing rate for the Warren's entire school population was 75% for ELA and 49% for Math. In 2006, the rate was 81% for ELA and 75% for Math. For 2007, it was 80% for ELA and 76% for Math. Lastly, for the class of 2008, 81% passed ELA and 75% for Math.

As for Advanced Placement Testing, AVID students were also compared to school wide results for the graduating classes of 2005-2008. 2005 had a schoolwide passing rate of 53% with AVID graduates achieving a rate of 57%. In 2006, 50% of the schoolwide population passed compared to AVID at 45%. For the class of 2007, AVID's passing rate was 50% while Warren's schoolwide passing rate was 49%. Finally in 2008, Warren's schoolwide passing rate was 54% while AVID's rate was 82%.

In years 2007 and 2008, AVID 11 students were given the opportunity to take a Princeton Review course for SAT preparation. Princeton Review provided two trained instructors to give this intensive SAT preparation course. Students took the PSAT in October and then subsequently took practice SAT tests that were part of the Princeton Review preparation course. The SAT test taken after completing the course showed an increase of 10.32% for scores overall, scores improving from 1244.58 to 1373.1 per student participant. Verbal scores separately increased by 8.33%, improving from 383.08 to 451. Writing scores increased from 363.46 to 481.15, improving by 32.38%. Math Scores increased by

AVID Counselor,  
Registrar, &  
Graduation Data

18.55% since the initial average score of 402.31 for the PSAT compared to the 476.92 scored on the SAT.

ELD

ELD teachers have the California State Standards posted in their classrooms and refer to them regularly. Teachers are receiving SIOP training which focuses on aligning all lesson plans to the California State Standards (ELA & ELD). 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 Portfolio Prompts which are aligned to mainstream program standards.

Counselors receive a Notification of English Learner Placement form to facilitate student program placement for all incoming English Language Learners (ELL), which provides detailed information for appropriate course placement. The ELD students are enrolled in a myriad of school curriculum courses which will best service their needs, based on their overall school performance, which includes CELDT scores, GPA, grades, CST scores, and High School Exit Exam results or District Writing Portfolio scores. These programs include Structured English Immersion (SEI), Transitional (T/L), mainstream, Honors, and Advanced Placement courses. Students also receive individualized support in accessing the core curriculum through assisting counselors with schedules. It is extremely important for all of our English Learners to have access to all of the courses available at Warren High School where they can demonstrate academic success.

A two year monitoring form is utilized for former ELD students whom have been Re-designated as Fluent English Proficient (R-FEP). The district office also provides the ELD department with a five year English Language Learner Report to assist in providing additional support for students as needed. These students are also conferred with and receive an academic plan to assist in their success. The ELD Mentor and Coordinator also host informational meetings for students during school and for parents during the English Language Advisory Committee (ELAC) meetings to assist them in understanding how to successfully transition into the mainstream program. Students whom have transitioned into the mainstream program are also monitored for two years to insure ongoing support. There is also collaboration between the Regional Occupational Program and the College and Career Center staff to further assist students in making career and educational decisions. These opportunities are available during school and during our parent English Language Advisory

DUSD Master Plan  
for English Learners

ELAC meetings

<p>Committee (ELAC) meetings. Assistance is also offered to students as they transition out of DUSD and into other educational or vocational environments. We have many former EL students that come back for this type of assistance.</p> <p>Bilingual Instructional Assistants are available throughout the day to support student learning and tutoring available before school and during the school day- snack, both lunches and after school in the ELD office. We also work with teachers in other core subject areas to provide tutoring/training for students and teachers as needed. If necessary we also facilitate assistance via referrals to outside agencies that are available for students at nominal costs. Accommodations are also made for all students on an as needed or required basis in both coursework and state testing.</p> <p>Special education students who are classified as having limited English proficiency are CELDT tested every year with the general education students. The amount of language support the student needs is determined by considering their English fluency level and taking their learning disabilities into consideration; multiple measures are used to determine if the student should be placed in an English Language Development class or if support can be provided within their English language arts classes. The placement decided upon by the Individual Education Program team is noted in the Individual Education Program (IEP).</p> <p><u>Special Education</u></p> <p>The Warren Special Education Program offers an array of services to meet students' individual needs. Each student is continuously assessed and an Individual Education Program (IEP) is developed by a team on an annual basis. Warren offers a Resource Specialist Program, Special Day Classes, a Basic Skills program, an Autism program, and an Adult Transition program (for adults 18-22 years old with moderate–severe disabilities); the latter three programs include community based instruction. Additional services available as needed include adaptive physical education, counseling and speech and language therapy. School psychologists are available to the students for additional counseling and assessment. A Career/Vocational Education teacher is on site 2-3 days a week to conduct transitional assessments and advise students in making post high school education and training decisions. The Career/Vocational Education teacher also works as a liaison with outside agencies that provide our students with additional support services.</p> <p>Special education teachers have Instructional Assistants in the classroom available to assist students. Special education teachers are scheduled for consultation with general education teachers and assist students within the general education setting in core academics. After school study skills classes are available to all special education students Monday-Thursday</p>	<p>Multi-funded student IEP's</p> <p>Special education classes</p>
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from 2:45-3:45 p.m. where they receive assistance with homework assignments, test-taking skills, etc. Tutoring specifically for 9<sup>th</sup> grade students is available on Tuesdays and Thursdays from 2:45-3:45 p.m.

In the same manner as general education students, in addition to meeting academic graduation requirements all special education students are required to pass the California High School Exit Exam (CAHSEE) in order to receive a diploma. CAHSEE classes are available to the students throughout the day in both general education and more restrictive special education settings. In November of 2007, our Special Education Transition PLC identified all of the special ed seniors who were on track to graduate (had their 220 credits and met their course requirements) but lacked the CAHSEE requirement in one or both sections. There were 21 students identified. In addition to mandatory CAHSEE classes during the school day, intensive instruction known as CAHSEE Boot Camp was offered on the four Saturdays preceding the week of the exam for 12<sup>th</sup> grade students. On the final sitting of their senior year, special education students were afforded all accommodations and modifications as outlined in their IEP. By the end of summer school 2008, all 21 special education seniors had passed the CAHSEE with modifications. Waivers were sent to the School Board and all 21 seniors received diplomas. For the class of 2008 not one special education senior completing all other requirements was denied a diploma because of the CAHSEE.

Guidance Office

The Guidance Office and counselors take an active role in guiding students throughout their four years of high school. Counselors start this process in the spring semester of the students' eighth grade year as they visit feeder middle schools to discuss course selection as it pertains to high school graduation and entrance into 4-year colleges and universities. Counselors meet with each grade level, on a yearly basis, to continue with course selection as well as a yearly, individual, meeting to discuss his or her Warren High School Learning Plan. Students with advanced skills and abilities are encouraged to take Honors and Advanced Placement courses. Students entering their junior or senior year have access to concurrently enroll in community college courses through the VEYSEY program.

Warren High has hired a full-time "At Risk" Counselor that has a case load of Reclassified 9<sup>TH</sup> graders (those short credits towards graduation) and identified incoming 9<sup>th</sup> grade "At Risk" students. The incoming 9<sup>th</sup> grade students are identified through CST English Language Arts proficiency, lower end of Basic, Below Basic and Far Below Basic. Two classes have been set up to support the "at risk" 9<sup>th</sup> graders; Study Skills and Reading Improvement.

WHS Learning Plan

AGR (academic guidance report/transcript

VEYSEY CONCURRENT ENROLLMENT form

Class rosters and "at risk" counselor's student distribution report

Master schedule

<p>Students in danger of not graduating due to lack of credits and or district graduation requirements have options that are designed to help achieve their high school diploma. A new program, APEX, was started in the summer 2008. APEX is a credit recovery program that allows students to take on line courses during the school day in which multiple subjects/ classes can be completed throughout the semester as opposed to the one class per period per semester. We offer students Summer School as a way to make up classes not passed during the school year. When students turn 16 years old, ROP (Regional Occupational Program) classes are available to make up credits, as well as Adult School classes. When a student is very deficient in credits and course requirements, the counselor encourages a transfer to the continuation school. Age requirement for continuation school is 16.</p>	<p>APEX program</p> <p>Master schedule, ROP course lists</p> <p>Adult School Concurrent Enrollment Forms</p>
<p>DUSD Summer School is designed for students to make up classes as well as credits towards graduation requirements. APEX is available during summer school for credit recovery. This past summer, DUSD summer school included an Algebra Academy for those incoming 9<sup>th</sup> graders needing extra support to be successful in high school Algebra. DUSD provides a Pre- Biology class for incoming 9<sup>th</sup> grade AVID students and Physical Education classes for those AVID and ELD students that do not have enough room in their schedules to take P.E.</p>	<p>Summer School master schedule</p>
<p><u>Support Programs</u></p> <ul style="list-style-type: none"> <li>• <u>Link Crew</u> - Every freshman receives a weekly contact from their Link Leader to continually offer support and guidance throughout their first year here at Warren. We support academic success through Link Support (after school homework help) and in the near future will be offering in-class peer assistance in Algebra 1A classes.</li> <li>• <u>Academic Assistance</u> - Academic assistance is available to students through on campus after-school tutoring, Student Study Team (SST) referral, and psychological-educational assessment as needed.</li> <li>• <u>Alternative Programs</u> - To further support students, parents may request homework and short term independent study through the guidance office secretary. This supports students who are absent so that they don't fall too far behind. The district office provides assistance to students with long term needs through the office of alternative programs. These programs include: independent study and home teaching. Students also have access to the Cal-SAFE pregnant minors program through the Los Angeles County Office of Education (LACOE).</li> </ul>	<p>Freshmen Orientation Link Crew Flyers</p> <p>Home Teaching &amp; Independent Study Program enrollment</p> <p>Cal-SAFE referral form</p>

<p><u>Career and College</u>  Students may access career counseling via their guidance counselor and/or the college/career technician. WHS has a career center where students may explore college and career options by accessing information regarding various occupations, participating in career interest inventories, etc. Guidance counselors provide personalized assistance to students in their course selections in order to provide each student with an appropriate path toward their college/career goals.  Support includes assistance with scholarships, personal statements, letters of recommendation, financial aid, public and private universities, vocational programs and military options.</p> <p>Warren’s Guidance Office takes part in a state-funded program, 10<sup>th</sup> Grade Counseling, in which all current 9<sup>th</sup> grade students and their parents are invited to attend a 30-minute Career and College Presentation followed by an individual 15 minute conference with their respective counselors. These appointments take place in the spring semester of the freshman year in which the students’ Learning Plan is developed; discussion includes career/college pathways, diploma/college admission requirements, recommended academic testing, etc.</p> <p>Through the Regional Occupational Program (ROP), students receive vocational experience and guidance from the ROP counselor. Students are encouraged to develop and enhance effective interpersonal communication skills and problem solving strategies. The students get screened for appropriate program placement by administering and interpreting career guidance assessments and surveys such as: Student Career-Technical Interest Survey.</p> <p>DUSD and Warren High School has made CTE (Career Technical Education) a focus over the next five years. We have 4 CTE Pathways in place at Warren High School Animation and Graphics, Construction, Culinary Arts, and Film and Television Warren is currently adding an Alternative Energy Pathway, an Animation Pathway and an Engineering Pathway.</p> <p><u>Technology</u>  Students have access to computers on a daily basis. There is currently at least one computer in each classroom for both teacher and student use. The Library Media Center has 36 student computers, which provide Internet access, Microsoft XP, Inspiration, and multiple research databases (Athena, Eureka, Chemistry Set, and Microsoft Encarta). Warren’s full-time librarian provides customized class presentations on databases, internet searching, and evaluation of internet sources.</p>	<p>College &amp; Career Center</p> <p>Warren High School Learning Plan</p> <p>ROP course rosters</p> <p>Interest Survey</p>
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### Student Recognition

Student academic success is both recognized and encouraged. The Parent Teacher Student Association (PTSA) and Academic Booster Council (ABC) sponsor student of the month awards. A Golden Bear awards program recognizes exceptional students in each department. There is a quarterly awards breakfast for students who earn a GPA of 3.0 or better. The Senior Awards Night is for students who have earned scholarships and recognitions from the community and school organizations. CSF (California Scholarship Federation) Night recognizes academic success based on meeting CSF requirements. An Academic and Character Awards Assembly recognizes students with honors and awards. The AVID banquet recognizes outgoing AVID seniors. Each sport hosts a banquet at the end of the season to recognize outstanding athletes.

### Supporting At-Risk

Warren has one designated At-Risk/Intervention Counselor for identified at-risk ninth and tenth grade students. Counselor caseload includes identified at-risk ninth grade students, reclassified ninth grade students, and reclassified tenth grade students that were also reclassified during their ninth grade year. This counselor provides support through identification of at-risk students and placement in appropriate intervention programs. The At Risk/Intervention counselor works to increase parent involvement through parent conferences and communication via telephone and email. Individual learning plans are developed and updated annually with counselor, student, and/or parent input. Plans identify progress toward graduation, career and/or college goals, and credit recovery options.

Ninth grade students are provided intervention in the area of language arts based on STAR reading proficiency level. Incoming 9<sup>th</sup> grade students with STAR reading scores falling at the Far Below Basic, Below Basic, and low end of the Basic levels are identified as at-risk. As a result, these students are placed on the At-Risk/Intervention Counselor caseload and programmed in a Reading Improvement and/or Study Skills class. At the start of their ninth grade school year, a reading placement is administered to verify these students' appropriate placement in reading imp/study skills classes. Students that score at or above the basic level may test out of these intervention programs.

Reclassified students are provided several credit recovery options at Warren High. Options include summer school, enrollment in Regional Occupation Program classes, and enrollment in the APEX learning program. Student may also choose to transfer to Columbus continuation high school within DUSD to make up needed credits.

**Strengths:**

- AP/ /Honors rigorous curriculum available to students
- AVID program support for under represented students
- Assistance for Special Education students not passing the CAHSEE
- Link Crew support for 9<sup>th</sup> graders

**Areas of Growth:**

- Need to provide tutoring support for students at all levels, including AP
- Reduce number of academically reclassified students

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Report	Evidence
<p>Support for student personal and academic success is an integral piece of Warren High’s culture and is evidenced in many ways. Warren’s administration and staff work hard to ensure students have access to activities and opportunities at school and within the community. On campus, all students are encouraged to join any of the twenty-six clubs, such as Key Club, Girls League, American Red Cross, Future Business Leaders of America, Gay Straight Alliance, On Campus Ministries, and Mock Trial. In addition, students have access to twenty-two different sports teams, in which approximately 1,200 students participate in annually. There are also a school band, cheer squads, choir programs, and a drama program. All of the programs give students an opportunity to get connected to their high school and develop stronger interpersonal skills.</p> <p>In addition to club advisors and coaches, students interact daily with their teachers, who work to assist students with personal concerns or direct them to appropriate support. There are seven full time counselors, a full time psychologist and nurse, as well as a college and career technician. Senior Instructional Assistants work with special education students in both the special education classes and the general education classes.</p> <p>In the community, students participate in a variety of activities sponsored by the city, community and church groups. Equal access to activities allows students to join a variety of clubs that helps to recognize leadership, community involvement and academic success. For instance, the Downey Federal Credit Union partners with Warren High to create a satellite campus location which trains students for future placements in the banking industry. Assisteens is an active girls’ community service program and the city also sponsors Kids Day to recognize exceptional young people in the community. Students have an opportunity to participate in a variety of city sports organizations.</p> <p>Throughout the school year, Warren has college presentations and workshops. Parents and students are invited to learn more about community colleges, 4-year universities, career technical schools and the military. Workshops are offered that deal specifically with scholarships, student loans, grants and how to fill out and submit FAFSA (Free Application for Federal Student Aid) for financial aid. All activities and presentations are announced during second period over the PA system several days before they take place. Information is also posted throughout campus and can be seen on the classroom walls as well.</p>	<p>ASB Club Brochure; Team Rosters</p> <p>Downey Parks &amp; Recreation – City of Downey</p> <p>College &amp; Career Center</p>

Students receive individualized support from their counselor during 10<sup>th</sup> Grade Counseling. Each ninth grader and parent has an appointment after first semester of freshman year. There is a career center presentation followed by a meeting with the counselor to set up an Individualized Learning Plan.

ROP has the students to work with computer assisted counseling programs such as: Career Cruising, Choices, EUREKA, etc., providing work preparation and job retention assistance, including resume writing, interviewing skills, applications, networking strategies, and portfolio development. ROP also assists students in locating internships, job shadowing experiences, mentors, and specialized scholarship information by utilizing career resources such as current labor market information and community based job information.

WHS is in the process of a five year strategic plan to implement five CTE pathways. These include: Film & TV Production, Construction Technology/Building Trades, Culinary Arts/Hospitality, Animation/Graphic Arts/Audio Engineering, and Alternative Energy Commercial & Residential. Plans are currently being made to develop a sixth CTE pathway in the area of Engineering (Project Lead the Way).

CTE pathway programs are designed so that students may move seamlessly into pre-apprentice and apprentice programs at Cerritos College.

Future plans for the CTE program include the use of a career interest inventory. True Colors is a computer based career interest inventory that may be accessed through the Eureka or Cruising career exploration programs. The program would be available to students through a link within the DUSD website.

The ELD Department has a Master Plan for English Learners that defines all program goals and instructional options available to all English Language Learners. There are four program options to choose from which include Structured English Immersion (SEI), Transitional (TL), Mainstream, and a Bilingual program. However, the latter requires a minimum of 20 parent requests to be implemented. All TL courses are aligned to California State Standards and have a College Preparatory designation. Since our last WASC accreditation, there has been a substantial amount of changes within the opportunities available to students and the number of students requiring English Language Learner support. For instance, we have seen growth in the number of students enrolled in the Level 6 Early Advanced courses, whereas in past years there has been a greater amount of students in the Intermediate level courses. We have also added a Level 7 ELD Study Skills class to support

EL Office

students as they transition into the mainstream courses. The biggest success in the ELD Department has been increasing our community outreach through the ELAC. The active parent participation and organization of parent training sessions has positively been affected by a substantial increase in attendance.

There are numerous programs in place that offer personal support services to our students:

- Health A full time school nurse is available to students at WHS for health related needs. The school nurse provides regular school vision/hearing screenings, physician ordered medication monitoring and administration, maintenance of school/medical records, and home-school communication regarding student's health needs.
- Personal Counseling Students may access personal counseling on campus via their guidance counselor and/or school psychologist. WHS has seven guidance counselors and one school psychologist. A counselor or the psychologist can provide individual counseling to students on an as-needed, drop-in basis. Additional counseling services are available to students through agency referral.

Community Family Guidance provides on-site therapy to WHS student clients via a school-based counseling program. CFG school based counseling program is available to students covered by Medi-Cal or Healthy Families. Referrals may be made by WHS Guidance Counselor or Psychologist.

Additional counseling services for students are available by referral through TLC. TLC provides an on-site therapist for students covered by Medi-Cal, Healthy Families, or without insurance. The caseload is determined by staff referrals. TLC provides health services to uninsured DUSD children including vision exams, glasses, and assistance with enrollment into Healthy Families and Medi-Cal. Referral forms are available to staff at DUSD website. Counselors, admin, psychologists, teachers may refer students/families in need of medical services.

Consolidated Youth Services Network provides individual counseling/therapy in an off campus setting to students without health insurance. Referrals may be made by school guidance counselor or psychologist.

Additional at-risk and substance abuse counseling services are available to students through the district supported 10-20 Club.

Nurse's Office

Guidance Office

<p>Referrals to the 10-20 program may be made by administrators, counselors, or the psychologist.</p> <p>Additional referrals to local agencies operating on sliding scale are available by list upon request by parent.</p>	
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Strengths:

- A variety of extracurricular opportunities
- Career and College Center

Areas of Growth:

- Increase ELD opportunities for intervention in tutoring and passing the CAHSEE.
- Increase awareness of support services available to student
- Improve communication between the school and home