Warren High School
SELF-STUDY REPORT

8141 De Palma Street
Downey, California 90241

Downey Unified School District

March 29-31, 2021

Warren High School

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Mark Schiavo

Special thanks to our self-study team:
Justin Muller, Self-study Coordinator, Writer, and Organization Focus Group Leader
Deanna Mack, Writer and Curriculum Focus Group Leader
Monique Willis, WASC Data Coordinator and Culture Focus Group Leader
Alison Kirby, Instruction Focus Group Leader
Jeff Orlinsky, Assessment Focus Group Leader

Visiting Committee Chair

Alan Kay, Ed.D.

Pacific High School

Assistant Principal

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Principal's Message

Dear WASC Visiting Committee,

Welcome to Warren High School, Home of the Bears! I want to sincerely thank you for taking time away from your families and your own schools to guide Warren through this important and meaningful process. This will be a unique visit since it will be completely virtual, but we are hopeful that all the work we have done over the last six years, as well as our strong caring culture, will come through.

Our staff has worked so hard to meet the needs of our students through Distance Learning that I cannot remember a time when they have deserved validation more. The steep learning curve we went through to take 3500 students online has resulted in the highest level of collaboration I can remember in the last 20 years, unparalleled teacher leadership, and unending compassion for each other and our families.

Phil Jackson said, *Good teams become great ones when members trust each other enough to surrender the Me for the We*. In 2018, we focused on moving from the *Me* to the *We*, but we really saw it come through during Distance Learning. The collective effort of all our staff to meet our students' needs can be seen in the hours our cafeteria staff spend preparing/serving families for the last year; our classified staff stepping out of their daily routines to ensure our students have the technology, textbooks, and other materials needed to be successful; our teachers persevering, selflessly, through the continuous changes to their schedules and instruction; and my incredible administrative team diligently working to support teachers so they can fully support our students.

If you were visiting on campus and were able to engage with our students in person, you would understand immediately why our staff works so hard for them. I know I am biased, but our students are truly inspiring. All you have to do is walk into a CTE classroom and see our students engaged in their passion; visit an AVID classroom where students are working hard and making sacrifices so they can be the first in their families to attend college; or sit in an AP course where students are pushing themselves to perform, and succeed, at the college level. You could walk into any classroom on campus and the things that would stand out are how respectful our students are and the level of collaboration you would see in student-centered classrooms; but most impressive would be the rapport they have with their teachers. Equally inspiring is the energy you would feel around campus when students are engaged in an ASB activity, on the field or court with their teammates and coaches, or competing in a classroom competition, especially when the competition is to raise money or collect cans for our families most in need. The most unique quality of our students and staff is how caring, and giving, they are.

I am so humbled and honored to serve as the principal at Warren High School. I hope, as our guests, you will get a glimpse of just how special our Bear Family is. I hope you see our daily commitment to ensure that our students are college and career ready, globally competitive, and students of strong character. On behalf of the entire Warren community, Welcome!

Sincerely,

Cari White

Cari White, Ed.D.
Principal

Acronyms/Terms

Canvas - Warren's Learning Management System

CCC - College and Career Center

CRT - Culturally Responsive Teaching

CTE - Career & Technical Education

EDGE - English Language Development Curriculum

ERWC - Expository Reading and Writing Curriculum

FBI - First Best Instruction

HRC - Human Relations Council

Illuminate - Assessment and data system

ILT - Instructional Leadership Team

LC - Leadership Coalition

PLC - Professional Learning Community

PLTW - Project Lead the Way

H.E.L.P.S - Health Education Local and Pantry Service (Local Food Pantry)

SEL - Social Emotional Learning

SSL - School Site Leadership Team (old leadership team, no longer in existence)

TLC - True Lasting Connections

Q - Student information database/gradebook

Q Student/Parent Connect - Parent and Student portals

Preface

Introduction

In the 1950s, the City of Downey was known for its prominent farming including dairy, grain, corn, castor beans and other fruit. However, that era was also a time in which the city was growing significantly due to a thriving aerospace company in the city whose facilities later evolved and became the birthplace of the Apollo Space Program and Space Shuttle. Construction of the city's new senior high school, Warren High, began on land formerly known as Chan Ranch. Chan Ranch was mostly orange groves but the locals primarily remember the castor bean field located at Paramount & De Palma where the administration building currently stands. The ranch house sat where the tennis courts are located today. Overall, the property was large enough to build a new campus that would meet the needs of the growing community. By the 1960s, the City of Downey had one of the busiest intersections in California, State Route 19 (currently Lakewood Blvd) which was the main artery from Pasadena to Long Beach and Route 42 (currently Firestone Blvd) which is part of the historic El Camino Real that connected Pueblo de Los Angeles to San Diego.

The Downey Union High School District named its newest high school Earl Warren Senior High School. Earl Warren had been one of the most popular governors of California and was the sitting Chief Justice of the Supreme Court. During his tenure, the Supreme Court ruled to abolish the long-standing "separate but equal" doctrine that allowed segregated schools in the United States. California's state colors, blue & gold, were adopted as the school's colors and the state's animal, a bear, became the mascot. Chief Justice Earl Warren attended the dedication ceremony on December 20, 1956. Earl Warren High School opened its doors to students in grade 10; three years later held its first graduating ceremony in honor of the Class of 1959. In 1963, The Downey Unified School Board of Education voted to change the name to Warren High School.

## The involvement and collaboration of all staff and other stakeholders to support student achievement.

Since Warren High School (WHS) first opened its doors, the teaching community has continuously made the effort to best serve its students and families; continuously growing and seeking to improve its programs to meet the changing needs and expectations of its community and times. Since the last *Focus On Learning* (FOL) WASC visit, WHS has revisited the established self-study goals from 2015 and developed annual objectives each start of the school year to keep the self-study process alive and as a driving focus for all data analysis opportunities and professional development. The current self-study cycle formally began in August 2019. Where all WHS staff participated in a presentation to bring them up-to-date on all things "WASC", reviewing the accreditation cycle and expectations. Teachers and classified staff on campus were given a choice of focus groups and from their expressed preferences, were placed in a group where they balanced the representation of school-wide areas. Focus groups met at least once a month through February 2020 to discuss their focus areas facilitated by the *FOL* prompts/indicators. Once the school went into Distance Learning in mid-March of 2020, the self-study process paused until the following school year, early-October 2020. Warren's Leadership Coalition (LC--teacher leads) team voted to continue with the self-study process and host the validation visit as initially scheduled in the spring of 2021. Since October 2020, focus groups have continued the collaborative self-study work via Zoom PLC and focus group gatherings. Once there was a solid draft, the self-study report and action plan drafts were shared with stakeholders: teachers/staff, students, and

parents. Stakeholder groups were provided with the opportunity to provide feedback to finalize the report and proposed action plan. The LC met to discuss and finalize areas of strength, needs and the action plan. The FOL process concluded at the end of January 2021.

All students at Warren High School should know, understand, and be able to do the following and demonstrate success in these areas through schoolwide learner outcomes/graduate profile and academic standards:

- **B:** A student will **<u>be a critical thinker</u>** and demonstrate mastery of the academic standards in each class. (Improve First Best Instructional (FBI) Practices and align grading practices)
- **E & A:** Students will apply **effective communication** skills and demonstrate **academic empowerment** as they seek & develop their academic skills through the support of a tiered system of interventions to be successful at mastering the academic standards. (Schoolwide Intervention System)
- **R:** All students will have access to "a-g" courses and CTE pathways to be **ready for college & career ready** graduation. (Increased Inclusion and refine CTE pathways)
- **S:** WHS students will be **students of character** as they strengthen their behavior management skills and their social-emotional well-being through the support of a schoolwide system of behavior intervention and support with a focus on social-emotional development and mental health (Schoolwide Implementation of PBIS/development of our Wellness Center).

An analysis of the California Dashboard indicators.
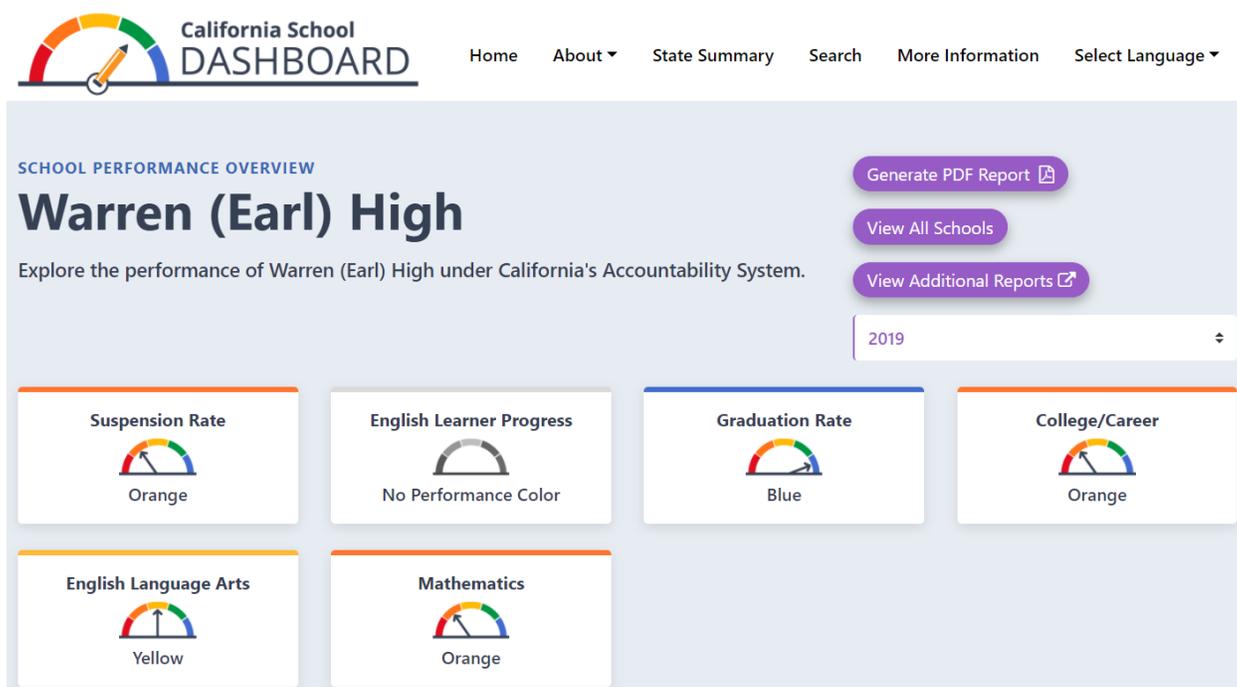
Warren High School's CA Dashboard indicators demonstrate that our learner outcomes need improvement in the majority of categories highlighted, except for graduation which increased by 1% in
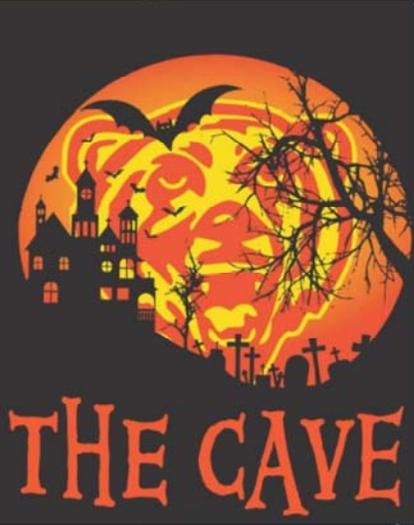
2019. We continue to explore instructional approaches that better serve our students in the areas of ELA, Math, Culture (as demonstrated by the suspension rate), and continue to focus on special populations, such as our English Learners' progress, without losing sight of our strengths to continue to improve in all areas and prevent additional decline in our learners' outcomes. Although Warren has made adjustments to the learning and support programs to improve in all these areas, our scores demonstrate that we have to explore possible root causes. We are aggressively addressing our learner needs by refocusing on maintaining high learner expectations through an inclusive educational program and improving our instructional approach to be rigorous yet supportive. We have been exploring various formats for providing tutoring and credit repair options, creating opportunities for our students to participate in college & career readiness options and providing additional opportunities to meet the new rigorous graduation requirements approved by the Downey USD Board of Education. These areas, and more, will be further analyzed in various sections of the self-study report.

The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria.
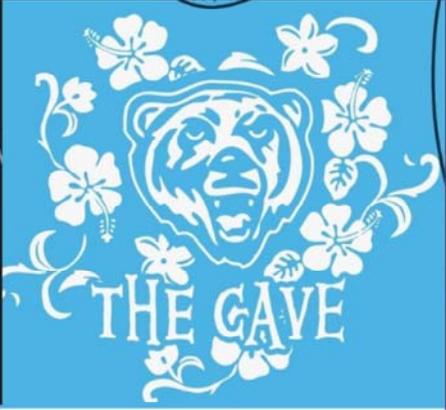
The assessment of the entire school program and its impact on student learning highlights significant growth in the areas of increasing students' learning outcomes as demonstrated by our overall "a-g" completion rates (expiring goal #1) and within our EL and Special Education programs. WHS demonstrates improvement in our college & career readiness (expiring goal #2) areas with much success in our CTE program. Warren High School's evident area of strength is the graduation rate which has steadily increased since the last *FOL* visit. Unfortunately, we did not meet our action plan goals from 2015 as written but have worked diligently to evolve and demonstrate growth by meeting many of the targets of the expiring action plan. Based on the outcome of the last action, the updated action plan is designed to fundamentally improve programs, services, and instructional approaches that will impact student learning.

The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

Warren High School, with the support of the District Office, Board of Education, and other stakeholders, has the capacity to implement, monitor and carry out the schoolwide action plan. Annual surveys gather input from parents, students, and teachers to ensure we're meeting our learner community's needs. The Leadership Coalition (LC), made up of teachers, counselors, deans, and administrators, plays an influential role in the decision-making process at Warren High. The process of creation, adjustment, implementation and evaluation of programs is facilitated by the LC and is a transparent process meant to build trust and gather buy-in.

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THE CAVE

OUR CAVE

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THE CAVE

MERRY
CAVEMAS

THE CAVE

Chapter I: Progress Report

Significant Developments

Over the past six years, Warren High School has seen significant changes in areas including new administrators and personnel, a decline of student enrollment, new programs, campus modernizations, and new changes to technology. Distance Learning, because of Covid-19, has also brought on new changes, many of which will remain with WHS even when back to normal.

Personnel and Leadership:

Administration:
Since our last accreditation process in 2015, Warren has had five administrator changes.

Principal: Dr. Cari White (2019) - previously an AP at WHS (Dean during the 2015 WASC visit)
Assistant Principal: Ms. Ebony Jordan (2018) - former WHS Dean of Students
Assistant Principal: Mr. Russ Heicke (2018) - previously the Athletic Director at WHS
Assistant Principal: Dr. Gladys Velazquez (2018) - previously an AP at Downey HS
Assistant Principal: Mr. Franco Garcia (2019)- former Vice Principal at Doty MS in DUSD
Assistant Principal: Mr. Jeff Giles, Assistant Principal (remaining AP from the 2015 visit)

In addition, Samantha Miyahara (former WHS ASB director) became Athletic Director in 2018, Mark Schiavo (former DUSD Middle School teacher) became Dean of Students in 2018, and Jenny Mojarro (former WHS counselor) became Dean of Students in 2019.

Leadership Coalition (LC)
The LC is the current leadership team at Warren HS, and is made up of two previous leadership teams since 2015. During the last validation visit in 2015, Warren HS had a typical leadership team consisting of department heads, special program advisors, and administrators. The following year, in 2016, Warren created a new team called the School Site Leadership (SSL) team with a purpose to implement and monitor progress on the schoolwide action plan. The team consisted of administrators, core PLC leaders, department chairs, and special programs coordinators. Once a quarter, the team would meet to discuss student achievement data in relation to the action plan targets, then plan for next steps. Also, this group ensured that the WASC document was "alive and breathing." In 2018, the Leadership Team and the SSL were combined in a distributed leadership model, with the team consisting of 30+ representatives to make sure that every decision made was geared toward student needs, student achievement, and the schoolwide action plan. The LC meets before the school year begins and at least once a quarter during the year.

School Counselor
Since the last visit, Warren has added a school counselor to the guidance department. The district and school thought this would be the best decision due to the amount of students in special programs that Warren has to offer. Since many students are concurrently involved in multiple programs, the decision was made to add a counselor, making that a total of nine guidance counselors to give more attention to each students' needs.

Psychologists & Mindfulness
Our growing student population in special education and the increasing needs in the area of social-emotional development has led to the addition of a half-time psychologist. Currently, Warren has two full time psychologists and one part-time psychologist available to support our students. In 2018, WHS psychologists and their psych interns took the lead in planning and teaching mindfulness practices

to classes, by teacher request, in an effort to minimize stress among our students. After schoolwide advertisements, approximately twenty teachers signed up in 2018-19 & 2019-20 school years combined. Student populations supported in this project ranged from special education, to intervention courses, AVID courses, and Honors/AP courses, in a variety of content areas. Teachers allowed psychologists and psych interns to provide a class-long presentation on stress, how stressors affect the brain, what signs to look for, and mindfulness-based activities on how to manage those feelings. The information is followed by demonstrations/classroom participation of the mindfulness activities and a Q & A session. Informal data before and immediately after the presentation was taken where results showed positive trends in the ability to manage stress and a willingness to practice mindfulness in future stressful situations. Many teachers, thereafter, adopted their own daily/weekly mindfulness activities to help promote emotional wellness. We had about 17 teachers sign-up in 2018-19 but only three teachers sign-up in 2019-20. The significant drop during the 2019-20 school year was due to a shift in the interns and a heavier load of assessments making it difficult to promote mindfulness sessions.

During COVID closure, the Wednesday schedule allows students to attend workshops around their area of interest (see the appendix for a sample of *Wednesday's Menu*). The mindfulness workshops have been well-attended. The outreach to continue mindfulness sessions will continue and be highly promoted once all students return to in-person learning. Warren High School and DUSD plan to create a *Wellness Center* on campus. The space for the Wellness Center at WHS has been identified and the opening is scheduled for the start of the 21-22 school year. Since our last full self-study, WHS' mental health needs and approach have significantly changed. Now, a schoolwide priority, we take a holistic approach to supporting student achievement..

Facilities

Campus Security
In the wake of a demand for campus security due to countless school shootings across the United States, Warren and district administrators felt strongly about maintaining our campus safe. There are six spots on campus in which someone can enter at least some sort of parking lot, five of which are closed during school hours, and the one open fence to the front parking lot is always attended by a WHS security guard. Furthermore, fences were added around the classrooms' overall perimeter separating it from the parking lot. During school hours, the only entrance access is through the main office. Using a newly installed *Raptor System*, visitors are required to check in at the front office; their state ID card is scanned, cleared and the guest is given a visitor's pass with their picture on it. To minimize non-staff adults on campus, classroom guests are approved prior to their visit. Teachers and staff were given identification cards that serve as digital keys to common teacher lounges and copying equipment. In addition, a schoolwide emergency system has been installed in every classroom for teachers to notify the office of an emergency with the press of a button and a text message is sent directly to the administrative team. Our security staff is made up of 5 staff members who positively contribute to our school culture and mentors to our students. They actively monitor campus to keep 3,000 students and 225+ teachers & staff safe daily.

Modernization of Locker Rooms, Swimming Pool, Bear Park, and Gymnasium
The oldest buildings on campus were the Athletics/Physical Education locker rooms. Construction began in 2018 to modernize both the boys' and girls' locker rooms to redo the general locker areas, restrooms/showers, coaches' offices, PE teachers' office, classrooms for teams and other uses, lounges, storage areas, trophy cases, and six team rooms in each locker room (equipped with LED screens and all electronics that regular classrooms have). A brand new swimming pool opened for use in 2017, complete with bleachers and a scoreboard/ jumbotron. Bear Park, a student gathering area in the middle of campus, received a facelift with extra benches, shades, umbrellas, and synthetic grass. In November 2020, the gymnasium began renovations, starting with the demolition of the gym floor. By February 2021, the gym

will have been upgraded with a new floor, new interior paint, new wall padding (to meet appropriate safety requirements), new wall murals, new glass backboards, and new badminton equipment.

Sand Volleyball Courts
The Warren athletics department is always looking for opportunities for students to join the athletics program. With Beach Volleyball becoming more popular in the state of California, a proposal to the district was made in the 2017-18 school year, and the courts were finished in the spring of 2020. More than 80 colleges and universities have beach volleyball as an official sport, and more scholarships for student-athletes are available because of it. California currently has a proposal in the works to make girls beach volleyball an official CIF-sanctioned high school sport, and a proposal for boys will follow. Because of COVID, the 2021-2022 school year will be the first with both a girls' and boys' beach volleyball program. Also, this is another surface for the Physical Education department to use as a tool for the PE classes for the purposes of conditioning and calisthenics.

Technology: Devices and Classrooms
There is a continued push to increase the available technology and support for staff and students. Since DUSD has become a Google, Microsoft, and Adobe District, every stakeholder has access to these programs. Warren has built up a stock of over 1,600 devices, 600 of which can be checked out by any teacher, and the remaining, are designated to classrooms. These devices include ChromeBooks, SurfaceBooks, iPads, HP Laptops, and TI-Nspire calculators. In addition, all classrooms have been updated since 2015 to include a SurfaceBook computer and docking station, an LCD projector that supports digital content, a document camera, a closed-circuit television for student broadcasts from the television production studio, and a wireless access point to provide coverage in every building and classroom on campus. Also, in 2017, 28 classrooms were upgraded with HD projectors, large format whiteboard desks, flat panel televisions, and collaboration technology for students and teachers with multiple users. All classroom projectors also have a Novo Pro Network device that allows teachers and students to collaborate wirelessly through the projector and are equipped with ceiling speakers with microphone accessibility.

Also, there was an initiative passed to go 1-to-1 (iPad/Student) in the district middle schools. Some of their old devices will then be passed on to the high schools, moving Warren even closer to a 1-to-1 school.

Raising the Bar

Graduation Requirements Updated
Early in the 2017-18 school year, DUSD's Board of Education approved the updated graduation requirements. The updated graduation requirements apply to all students who will earn a high school diploma in gradual steps of progression beginning with the Class of 2022 to all students completing all "a-g" courses passed with at least a C grade in each course for the Class of 2026 (see the appendix for a copy of the updated graduation requirements). In the initial step of progression, all students are required to complete a 3rd year of math, a 2nd year of a Language Other Than English (LOTE), and one year of a Visual and Performing Art.

While the initial news of the updated graduation requirements for all students was intimidating for teachers and administration, it was soon perceived as an opportunity to develop inclusive programs for all students that are fully supported by the District. Warren High's on-going challenge has been to adequately meet the needs of students who receive instructional/learning support from special education. This update was a turning point to be used to benefit where we needed to grow and strengthen the most.

Please see the graphic below for DUSD's college-and-career "road" map. Also available in the appendix.
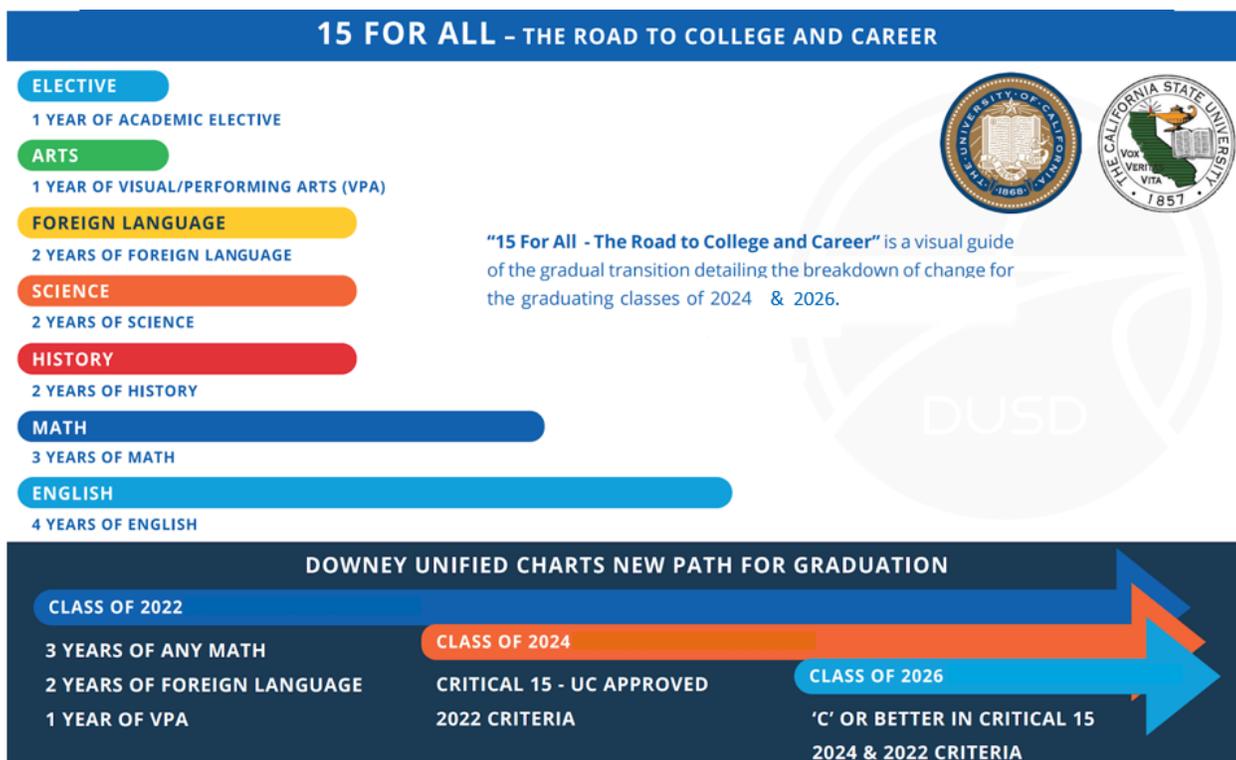
Increase in "a-g" Classes
With the new graduation requirements, Warren knew they had to increase the opportunities for all students to complete their "a-g" requirements. Warren administrators, special programs coordinators, department chairs, and teachers began the process to make sure their classes were "a-g" certified. Over 95% of the current classes offered at WHS are "a-g" certified.

Special Education Deferment/Waiver
After the district mandate of graduation requirements matching "a-g" requirements, Warren's special education teachers and school leadership began expressing various concerns pertaining to the needs of our special education population. The LC formed a subcommittee to gather information, problem solve, and figure out any possible solutions to help us prepare to meet the needs of our students in special education. This group identified potential challenges and discussed pathways for students with IEPs to succeed in passing all general education classes with a C- or better. While some programs that would directly support the new graduation requirements were beginning to take shape, such as the co-teaching model, the subcommittee identified many challenges impacting our special education population and knew that additional time and resources would be needed for the majority of our students with IEPs to meet the new graduation criteria.

Warren administrators, along with other secondary administrators and district stakeholders, met and agreed that additional time and resources would be needed to develop more robust pathways for students in special education to meet the new graduation requirements. Also, training and support for teachers and instructional assistants was a must. A proposal to defer the new graduation requirements was created and eventually board-approved for high school students with IEPs in the district.

The District's "a-g" Committee was formed, and developed deferment and waiver proposals to present to the Board. In the Spring of 2018, the Board approved the deferment and waiver proposals that allow additional time and, separately, may waive the 3rd year of math and/or the 2nd year of LOTE for students with IEPs if the IEP team determines this is the best route for the student after the student has unsuccessfully attempted each course, documentation of supports and efforts are in-place, and with diligent consideration to the student's specific needs by the IEP team. Many students with IEPs have learning gaps and are performing significantly below grade-level that could limit success in "a-g" courses. Also, SDC and RSP students were automatically at a disadvantage, as they were not taking "a-g" level courses. This system did not fit with the new graduation requirements. Warren High School is determined to remove barriers to earning a high school diploma for all students. With the support of the District, WHS administrators and other district-wide administrators worked urgently and diligently to develop a corrective-action plan to serve students with IEPs and at-promise students with extenuating circumstances who are now expected to meet the all "a-g" criteria for their high school diploma.

See the appendix for the *"a-g" Committee Year 1 Progress Report to the Board (March 2020).*

Summer School: Getting Ahead Through Summer School
With the update in graduation requirements, WHS developed additional opportunities for all students to receive initial credit for "a-g" classes, especially if they wanted to be a part of a sport or a special program like AVID, CTE, Link Crew, or ASB. Administrators developed a summer school master schedule inclusive of LOTE, Art, and Health courses that would catapult incoming 9th graders well into meeting the "a-g" criteria. In turn, early completion of some courses in summer would open up a couple spots in a student's schedule during the school year to be involved in sports, CTE, ASB, Link Crew, and AVID to promote schoolwide engagement and build their personal interests as they explored classes. In 2017, future freshmen could take Health in the summer to open up one semester during their freshman year. In 2018, Spanish 1 and 2 were added to the summer school schedule, then Government and Economics were added in 2019. Students have the option to complete up to six semesters of "a-g" original credits or improve a previous grade in an "a-g" course through APEX during summer school. APEX is a very popular way to repair and recover credit, however it is not the only way. Summer School offers in-class, teacher-led options as well. Because of this, the amount of students who attend Summer School every year has increased significantly.

Incoming 9th grade students are strongly encouraged to take their LOTE placement exam and based on those results begin at the assigned level during summer school. The district is also in discussions about offering a typical high school Spanish 1 class in 8th grade. For example, if a student's placement results demonstrate that they are performing at a level equal to halfway through LOTE 1, the student may complete LOTE 1 2nd semester during summer school and begin LOTE 2 in their 9th grade year. If a student's placement result demonstrates that the student is performing at a level equal to the completion of LOTE 1, they may take LOTE 2 in summer school (2 semesters) in APEX where they can complete their full language requirements by the time they start 9th grade in August.

Articulation with the Middle Schools: Promoting & Creating an Inclusive Model Into WHS
Warren High School offers the full range of services for students with IEPs: all general education with consultation supports for those getting ready to exit special education; "a-g" courses with push-in support in select courses; "a-g" courses with special ed supports in a co-taught class; pull-out RSP for math and ELA; pull-out SDC for math, ELA, science and social sciences (diploma plan); self-contained SDC setting for core content areas (certificate of completion); and the self-contained setting for students with moderate to severe disabilities. WHS has also begun to create courses that meet the individual needs within the SDC program that also meet the "a-g" criteria; we offer *Conceptual Physics* as a year 2 option for science. The *Mild/Moderate Continuum of Placement Options table* can be found in the appendix.

In an effort to provide our incoming students and families with the most updated information about Warren HS for a successful transition to high school, Warren High holds an annual *Middle School Articulation Day* in which special education teachers, counselors, psychologists and administrators from both feeder middle schools are invited to visit WHS to learn and observe the various programs offered; District administrators are also invited. Guests from the middle schools are provided with content area foci and set up in a group of like-preferences to walk through course offerings that Warren has for their soon-to-be BEARS. Each group (focus: ELA/LOTE or math/science) will walk-through and observe classes that are co-taught, RSP and SDC (diploma plan courses) plus CTE courses that are popular among students with IEPs. After walk-throughs, we come together for a lunch that is prepared and served by our culinary class, a popular choice among our students who prefer hands-on learning (many with an IEP). During lunch, we freely discuss our observations, note strengths, and address any questions our middle school guests may have about our courses/program by a WHS administrator, dean, or Special Education department co-chair.

After lunch, WHS facilitates a discussion about summer school opportunities, including the importance of the LOTE placement exam. We provide updates about graduation requirements and possible deferment/waiver, if the student becomes eligible. The information learned has improved the preparation and the placement of incoming 9th graders; increasing the number of students in co-taught classes each year.

Co-Teaching
In response to the updated graduation requirements, starting in August 2018, 9th grade students receiving support from special education were scheduled to as many courses as their Individualized Education Plan (IEP) allowed for within general education departments. Downey Unified and WestEd began a relationship to build a co-teaching model and provide research-based professional development (PD) to our teachers and encourage partnerships between the general and special education programs grounded in research and identified practices for a strong foundation. The PD provided emphasized approaches that could not be done by one teacher alone to engage and monitor student progress by planning, teaching, and assessing together. Warren High School's goal, with the support of the District, is to develop an inclusive schoolwide culture that facilitates student learning in rigorous "a-g" level courses.

Each co-taught course includes a paired special education teacher and a general education teacher who are both trained in research-based co-teaching approaches and instructional strategies. Beginning in 2018-19, co-teaching courses were offered in 9th grade English, Biology (typically a 9th grade science course), and Integrated Math I. The following school year, 2019-20, a second cohort was added that included 10th grade core classes: English 10, Chemistry, and Integrated Math II. This year, 2020-21, despite the adversity presented with Distance Learning and teaching during a pandemic, the district has remained committed to inclusive practices and expanded co-taught course offerings with the addition of a third cohort of co-taught classes that meet the needs of 11th grade students: English 11 and Integrated Math III. As the inclusive program continues to evolve, additional co-teaching will include social science courses.

Push-In Support
The updated graduation requirements increased the courses to be completed by students in a Language Other Than English (LOTE). In 2018, only a limited number of students with IEPs were placed in level 2 LOTE courses; our teachers had not been trained in instructional approaches that would meet a greater range of learning abilities/needs than what had been past practice. Although not intentional, students with IEPs in level 1 LOTE courses had been grouped in some sections. In the latter courses with groups of students with IEPs, Senior Instructional Assistants (SIAs) were placed in these courses to facilitate student learning. In that first year of push-in support, 2018, LOTE teachers and SIAs who supported in LOTE classes plus SIAs who supported one student in more than one class (as a 1:1 aide within gen ed) completed professional development provided by WestEd. The intention of this PD was to maximize

student learning within each course with an SIA even if that SIA primarily focused on one student. All teachers in the LOTE department and the SIAs described completed this PD together to promote teamwork among them for the benefit of students. During COVID-closures, these teams have continued to participate in PD designed to maximize student engagement during Distance Learning.

ASL
In order to offer more robust choices and access for all students to meet the "a-g" requirements, Warren High School hired one American Sign Language teacher in 2017 and the program has expanded to need a second teacher, hired in 2020. Because the "a-g" requirements include two years of a language other than English (LOTE), when previously the graduation requirements were one year of either Visual and Performing Arts or LOTE, an additional achievement gap was observed among students with an IEP. American Sign Language has proven to be a more accessible language for students to learn. Teachers in American Sign Language focus not only on the written and signed language, but also on the nonverbal communication that is essential in ASL, and the robust culture found in the deaf and hard of hearing community.

Unified Sports and Unified Curriculum
To increase inclusion opportunities for students with significant learning and behavior needs, WHS implemented a Unified Sports program which enables students with special needs in the mod-severe program to participate in after-school athletics with their general education peers. In 2018, 4 Unified Sports were offered--basketball, track and field, bocce ball, and cheer. Unified Sports teams were afforded the opportunity to compete against other Unified teams in the Southern California area, both through local games/tournaments and through CIF-sanctioned meets. In February 2019, Warren High was recognized as an ESPN Unified Champion Banner School for creating an inclusive and meaningful comprehensive experience for all students by meeting 10 standards of inclusion (as defined by Special Olympics). This is an award earned by 5 schools in the nation, and Warren was the only school in California to earn this distinction. In 2018, Warren introduced *Unified* Curriculum to the master schedule through the initiation of a Unified Art class. In 2019, Warren continued to build on the *Unified* Curriculum by instituting a Unified Physical Education class.

Student Voice
Starting in the 2016-17 school year, Warren introduced a student voice program that gives students an opportunity to give input on school issues that help administration and teachers keep a finger on the pulse of the student community. Students meet, create student surveys, and meet with community stakeholders regarding a variety of issues and projects. Last year, students liaised, met with, and presented project information to the district superintendent, all district principals, and 200+ other students in the district.

College & Career Readiness Culture

Bears University Seminar (BUS)
The first Bears University Seminar (BUS) began in the fall of 2019, to support the senior class at Warren High School with the college application process This is a college-bound support service families usually pay thousands of dollars for. To do so, we advertised through dialers and school announcements. In total, the first class of BUS served 110 students in the fall of 2019, thanks to 12 staff members from Warren High School and 5 members from BIOLA University who helped out. The session spanned a total of 6 Saturdays. The first 3 Saturdays were hosted by a private instructor, and the last 3 Saturdays were spent revising and editing with support staff (teachers and BIOLA students). The private instructor was funded through the district, and the teachers were paid an hourly rate for academic tutoring. Each Saturday lasted 6 hours and students were provided pizza and drinks for lunch. Given the success of 2019 and the

challenges posed by COVID-19, The principal decided this was a need to continue to support the Class of 2021.

Prior to the summer of 2020, the BUS staff at Warren High School advertised the program through the school social media and the school dialer, as well as 11th English teachers. The two students on a promotional flyer shared their stories of success through video testimonials and encouraged the incoming seniors to take the BUS to start their college essays early. **As a result, 140 seniors decided to enroll into the BUS during summer school despite the pandemic via Zoom!** This time, it was decided to do things a little differently. We decided to use only four teachers during summer school. They were paid the summer school rate and the private instructor was paid for through the district. The teachers met with students back-to-back by making appointments on Google Spreadsheets. We also had a career component this time around, as we hosted an array of excellent speakers, from MIT chemical engineering professor to a renowned brain surgeon from Cedars Sinai Hospital. They showed amazing presentations to inspire our students to explore various career fields. The **summary** of BUS includes an image from a video recording of an actual brain surgery, thanks to Dr. John Yu, one of the leading authorities when it comes to brain cancer. In the end, the feedback we received from the students was absolutely positive, as the students commented the #1 aspect of the BUS they appreciated was the one-to-one interaction with a teacher and #2 was the instruction by the professional instructor in the first week of summer school. Warren High School plans to continue the BUS in the summer of 2021.

Advancement Via Individual Determination
The AVID program continues to succeed and grow within our school. Currently, there are thirteen teachers teaching four sections of the AVID elective at each grade level to 455 students. In spring of 2018, the AVID administrator and coordinators were able to secure funding and plan a three-day college road trip for all AVID juniors that wanted to attend. Students were taken on buses to see colleges in Central and Northern California they might not otherwise have been able to see in person before applying for colleges in Fall. This trip has become an integral part of the college going culture prevalent in the AVID program, having been repeated in spring of 2019, and planned for the spring of 2020 before having to be cancelled due to the global pandemic.

The College-and-Career Center
While Warren HS has had a college and career center, along with college and career counselors, for some time now, the center has definitely expanded their duties. Every year, the center helps plan a DUSD College Fair and a Warren High School Career Fair. This event attracts hundreds of students of all ages from Warren and Downey HS, and is often held on the football field because of the sheer size of the event. The center has also introduced a MADE Work Experience Program (paid summer internship program for juniors) and community job listings for students looking to enter the workforce. Last year, the college and career center worked diligently to have a vast majority of Warren seniors complete a financial aid application (#1 in the state with 90% of seniors successfully completing either a FAFSA or the CA Dream Act). We have also created a partnership with Cerritos Community College that helped over 300 seniors receive two years of free tuition each year.

CARPE, the "Race to Submit," and #IApplied
In the fall of 2019, Warren joined the CARPE network, which is a collection of schools whose mission is "to increase the number of students who are black, latinx, indiginous, or are from low-income backgrounds who apply, enroll, and ultimately go to colleges they are most likely to graduate from." Research has shown that one of the key drivers to increasing students of color attending college is simply having them fill out the FAFSA because, as studies show, money is the main deterrent from pursuing a college degree. Warren developed and implemented a systematic plan for supporting students in

completing the FAFSA. #IApplied could be seen on all social media pages, encouraging everyone to apply and complete the FAFSA process. In the 2019-20 school year, Warren was the number one large school (more than 801 seniors) in the state of California in terms of FAFSA applications. Currently, we are also number one in the state and anticipate signing more students up for the FAFSA this year than any other school in California as well. Furthermore, Warren has increased its efforts in assisting students in applying to four year universities, and while this data is not quite up-to-date, it appears that more students, primarily latinx males are applying to and attending four year universities. A couple of researchers from WestED and TheCarnegie Foundation for the Advancement of Teaching, are writing a chapter in a book about how to use data to support continuous improvement and highlighting Warren to illustrate the use of data for FAFSA completions.

Dual Enrollment Classes
Since the 2015-16 school year, the college and career center has helped bring in a dual enrollment program that allows students to take college level classes on Warren HS's campus. On average, 60+ students sign up for this every year, each year with different classes available.

YEAR	TERM	COURSE	# OF STUDENTS
2015-2016	FALL	ART OF MEXICO	25
	SPRING	MATH 70	17
2016-2017	FALL	ART 130 & MATH 70	52
	SPRING	HUMANITIES 111 & MATH 160	35
2017-2018	FALL	CULTURAL ANTHROPOLOGY, SPEECH 101 & MATH 73	59
	SPRING	CHICANO STUDIES & MATH 160	34
2018-2019	FALL	CULTURAL ANTHROPOLOGY	28
	SPRING	HISTORY OF ROCK N ROLL	20
2019-2020	FALL	POLITICAL SCIENCE 110	27
	SPRING	PHYSICAL ANTHROPOLOGY & ENGLISH 100	39
2020-2021	FALL	POLITICAL SCIENCE 110	25
	SPRING	CULTURAL ANTHROPOLOGY	25
TOTAL			**386**

CTE Programs
The Warren CTE department has seen significant growth since our last WASC visit. CTW has expanded to nine developed and implemented career pathways. This number includes two new pathways this year in Photography and Makeup Artistry. These pathways offer two, three, and four year options depending on the course requirements. All CTE programs offer a variety of opportunities for students to interact with professionals in their given field of expertise: these may include regional, state, and national competitions provided through SkillsUSA, field trips to professional locations, and in-class visits from professionals, along with work experience programs through Downey Unifieds MADE work program. This program offers paid industry partner internships for Warren students. Many of the CTE programs are fully articulated with colleges, such as the *Animation* program with Mt. San Antonio College. A full articulation list, and available certifications through the Warren CTE program, is provided in the appendix.

New to the CTE program within the last few years has been Warren's relationship with High Tech High School in San Diego, CA. Five CTE teachers have attended professional development there, where they learned and produced project based learning lessons to implement in the classroom. Our Animation teachers visit Gnomen and Laguna College of the Arts to experience the expanded learning opportunities for college students within the field. Warren High School's Construction technology program took part in the Lowe's Generation T Bunk Bed Build at Rose Bowl Stadium to build 100 bunk beds with most that will be donated to victims of last year's Camp Fire in Northern California. Our CTE Engineering and Computer Science students also produced much needed PPE for our local hospital by producing hard face shields with our 3D printers to help with Covid 19 safety.

CTE Grants
Warren High School and the district have been the beneficiary of excellent funding for CTE programs. The previous three years have presented unprecedented growth in grant funding, as the school is currently a multi grant funded program. Over the last three years, Warren has received:
K12 Strong Workforce Program (till 2021): $4.3 million
K12 Strong Workforce Program (till 2023): $5.2 million
Career and Technical Education Incentive Grant: $1.1 million
Perkins Fund: $150,755
Dr. Mary Stauffer Foundation: $50,000

CTE Technology
Classes in the CTE department have specific guidelines for each student enrolled in the program. To participate in the class, students must be made aware of everything from how to use equipment to safety instructions. Students are made aware of the expectations, which are unique to each class in the CTE department. CTE Pathways use a variety of technological resources to effectively teach content. The Film and Television Production classes use industry level equipment for students to produce daily announcements, schoolwide resource videos, and movies as part of the curriculum. Film and Television is also moving into virtual and augmented reality technology to develop the program even further. Animation has computers that bring student-generated drawings to life. Culinary Arts uses video cameras to project demonstrations to the entire classroom in real time as the teacher shows students how to perform a task. To ensure our students are learning on industry level equipment with the most updated technology, Culinary Arts was able to purchase a state of the art pizza oven in Summer 2020 .

The Computer Science and Software Engineering classroom has computers and access to app creations like the "MIT App Inventor" to allow students an opportunity to create ideas for an app and bring it to life. The Engineering pathway uses modeling software such as Autodesk Inventor and Autodesk Revit to design and create technical drawings for 3D modeled parts and construction drawings for buildings and homes. Our Engineering pathway has made great strides in articulating with the middle school feeder patterns to increase the technology that is used for our program and our student clubs affiliated with Engineering. Students are given the opportunity to experience VEX robotics, drone racing and drones. Our Computer Science and Engineering programs have worked to provide a place for gaming and gaming instruction along with the technology needed to teach those. Our teams are also heavily involved in Hackathon. Hackathon is a design sprint-like event, in which computer programmers and others involved in software development (graphic designers, interface designers, project managers, domain experts) collaborate to design software projects.

E-Sports
In the fall of 2018, Downey Unified School District partnered with Carrot to launch its innovative high school eSports program. Now in its third year, the program has provided students who identified themselves as "gamers" an opportunity to explore careers and workforce development in the computer

science fields. In addition to the six-week tournament play and championship between the high schools, participating students attend workshops and learn from leading industry speakers about career exploration and college preparation within the technology fields. These sessions were organized and conducted with the help of industry partners. All participating students were also given the opportunity to enroll in free online game design courses through West Hills Community College for transferable college credit. Warren High School supported an average of eight teams (six players on each) for every season. They play in a six-week season of WHS teams, and the winner of that league gets them to the championship match. The championship match is a district sponsored event held at the Downey Theater where the Warren championship team plays the Downey High School championship team for the district championship. There are usually over one thousand students in attendance, this year the championship was held as an online event over Twitch, where all the championships are streamed. Downey Unified has the largest ever Twitch attendance for a high school team gaming match. As an added bonus, Warren won the first two years before finally coming up short this year. Josten's donates CIF style championship rings to all of the winners, and winners also get the opportunity to earn free college credits and tour the national headquarters of a top gaming company (Blizzard). Gaming is a favorite pastime for our students, but more importantly for us as an educational system, we must expose our students to critical learning needs and options for fields that can support their talents.

Robotics
The Warren Robotics Club provides an opportunity for students in our Engineering and Computer Science pathways to apply their knowledge of design, 3D modeling, physics, and programming to construct and test a robot that will then compete against teams from across the world. First started up in the 2014-2015 school year, the club has grown to consist of 30 competitive members who are part of the VEX EDR league competing under the team name, Warren Warbots. The club went from winning just 1 award in our 2015-2016 as well as our 2016-2017 season to winning 10 awards in the 2019-2020 school year, including 4 Tournament Championship Awards, 3 Design Awards, a Build Award, an Amaze Award, and an Excellence Award. As of the 2019-20 school year, we had 2 of our 4 teams ranked top 100 in the world. This school year, the club began virtually, working remotely to attempt to design, build, and program as a team. In the 1 tournament we competed in remotely, we were recognized with a Design Award and a Judges Award. In an effort to continue to expand and provide unique opportunities to more students, we are in our initial year of developing a Drone program which seeks to compete in both programming virtual drones as well as drone racing. We currently have 2 teams that are competing in the VRAD competition for the 2021 season, which is a 100% virtual competition where students will be programming a virtual drone to complete a task against other teams across the county. The tournaments began in January 2021 with an upcoming Championship in April 2021. In addition, we are developing teams to compete in drone racing with the hopes of engaging more students in the world of STEM.

Warren Football Academy (WFA)
During the 2019-20 school year, Warren's football coaching staff worked with Warren teachers to pilot a program entitled Warren Football Academy (WFA). The Warren Football Academy attempts to equip and empower its student-athletes with instructional/study skill strategies that will help them succeed both inside the classroom and on the field. WFA is a campus-wide commitment. The goal of the WFA is to enhance the student-athlete experience, aiming to provide student-athletes with study/organization/management skills for success in the classroom and beyond.

After School Tutoring
In 2019, a structured and intricate tutoring program was implemented. After the intervention subcommittee of the Leadership Coalition had discussed bell-to-bell intervention options, it was decided that having a more structured support system before and after school would be a good step forward until the district gave more guidance on bell-to-bell intervention possibilities. Previously, Warren students had two options for tutoring on campus: (1) content teachers were paid to stay after school, or (2) students

could be matched with another student through a program called "Anyone Can Tutor" - a program founded by a Warren student in 2017. The after-school tutoring by content-teachers was unstructured, but advertised well. The "Anyone Can Tutor" program was structured, but didn't advertise as well. The intervention subcommittee decided to combine the two and make a program that was structured using a platform called TutorTrac. While TutorTrac was not up and running during the first year of this program, it should be fully implemented by the 2021-2022 school year. In Fall 2019, tutoring moved into one, centralized location--the Resource Center--which also helped to add structure and mobilize after-school tutoring. The Resource Center began offering extended hours to meet the needs of students who were involved in multiple extracurricular activities, providing evening availability for increased accessibility.

In-house Staff Development

Instructional Coaches
To start the 2019-20 school year, on-site teachers were offered to apply for an instructional coach position. Each coach would have two periods to help other teachers, try out new strategies, invite teachers into their classrooms, test out new instructional approaches, new apps, new technology, etc. Instructional coaches provided professional development in strategies they had mastered and areas of need identified in staff surveys. The instructional coaches positions stemmed from staff feedback that stressed the importance of having a more informal version of professional development. Initially, this program started with two coaches who were a part of the English department, however they could help with strategies in any content area. During the 2020-2021 school year, a history teacher was added to the coaching team; and the hope is to continually expand the program. This has been especially helpful through Distance Learning.

Teacher Technology Leads (TTLs)
The district appropriated funds for four TTLs positions in 2014, with a fifth added in 2017, and now a sixth and seventh added in 2020-2021. English, Science, and Math departments have at least one TTL who is trained on new hardware and software that Warren receives. The TTLs then train anyone who needs help and routinely offers professional development for Google Drive, Illuminate, Canvas, and any other software or hardware that is new to the school. This is especially important because of the 2020-2021 Distance Learning model. That was a key catalyst for an increase from four to seven TTLs. Since TTL's have been tasked with more of a "tech supporting" role this year, as opposed to using technology in the classroom, the instructional coaches (previously mentioned new positions) keep their focus on instruction of content.

Walkthroughs
Since 2016, the Instructional Leadership Team (ILT) has been conducting teacher "walkthroughs." With "walkthroughs," teachers have the opportunity to observe their peers in a very informal setting, all while keeping our school's instructional focus (Critical Thinking) in mind. Since teachers are sometimes very nervous about visitors, a very thorough preparation process took place to ensure all teachers felt that this was a safe and rewarding experience. To start, for instance, every teacher was asked to meet in a small group setting to discuss their biggest fears and hopes. The ILT then created norms based on feedback from the staff. Every year now, the lead administrator of the ILT will send out a survey to the whole staff to see who would want to be a part of the walkthroughs. In 2016, the first year, about 40 teachers showed interest. In 2017, 80 teachers showed interest. Because of the amount of interest, the walkthroughs are not scheduled all in the same day, but over four or so days throughout the year. In 2018, eight walkthrough visits were scheduled for the year. Subs cover the classes of participating teachers. Each group holds an initial meeting during first period to review norms and procedures. During second, third, and fourth period, the participating teachers visit three or four classrooms per period, allowing them to get a snapshot of about ten different teachers. Each teacher who volunteered to be observed is told in

advance that they will be visited, so they are never surprised during these days. After fourth period, the observers have a quick lunch, then meet during 5th and 6th period for a debrief. They discuss all the positive things they saw throughout the school, and an email is created that shares these positive inputs to the staff. Also, positive affirmations are left for each participating teacher to show appreciation for allowing visitors into the classroom. While 99% of the staff has participated in at least one walkthrough until this year, the number of teachers who still want to participate is very high.

The walkthrough process is evidence of the positive, safe, and trustworthy culture amongst the staff at Warren High School. Slowly but surely, many teachers are more than willing to host others to show off a lesson, ask for lesson feedback, or just for an informal visit. The ILT hopes that these scheduled "walkthrough" days will eventually turn into informal visits between teachers during their prep periods.

Senior Instruction Assistants' Professional Learning Community (SIA PLC)
At the start of the 2018-19 school year, a change in administration who oversaw the special education department saw a need to learn about and meet the needs of SIAs on campus. The intention of developing a PLC that focused on the SIAs' role, strengths and needs were identified to maximize their reach as a resource and benefit student learning. In January 2019, the SIA PLC met weekly during late-start Mondays while teachers met in their own PLCs. Topics ranged from Adolescent Development (cognition, social-emotional development, learning disabilities, behavior-management strategies, etc.) to developing professional relationships and strengthening communication amongst each other as adults and with students. Book studies were embedded in the exercises, including: *You Don't Need A Title To Be A Leader* by Mark Sanborn (to build confidence among SIAs & remind them of their own intention/purpose); *Crucial Conversations* by Patterson, Granny, McMillan, & Switzler (how to express and hold sensitive conversations while maintaining respectful & positive relationships); *The Deepest Well* by Dr. Nadine Burke Harris (discusses how deeply childhood trauma impacts long-term emotional & physical health but with timely supports this damage may be reversed). Unfortunately, due to COVID closures this group did not read *The Deepest Well* together but the books had been distributed.

By the start of the 2019 school year, SIAs reported having improved, positive, perspectives about and a meaningful understanding of our most difficult students; there was a decrease in behavior referrals made from SIAs in 2019 than in the previous school year. It was also observed that SIAs were increasingly actively engaged during class time with groups of students than in the previous school year. In March 2020, SIAs received site-facilitated support to learn the technology required for Distance Learning. All SIA PLC meetings paused at this point. At the start of the 2020 school year, the SIA PLC continued its pause from meeting 2 times a month due to the demand of online support needed for students. Various Q&A sessions were made available at the start of the 2020 school year with a check-in via Google surveys, emails, and a Zoom meeting at the end of the 1st semester. SIA PLC resumed via Zoom during the 2nd semester of the 2020-21 school year with monthly meetings.

Distance Learning

March 2020
On March 13th, the staff was notified that we were going to go into a COVID-related school closure. The instructional coaches and the admin team went into action and provided cycles of optional workshops in using Google Classroom and Remind, and collected all class codes to publish on a Distance Learning website created as a resource to our students and families. Subs were made available for teachers to attend these workshops. Teachers who needed additional support in learning the technology had assistance from our WHS-assigned substitute teachers to set up their Google Classrooms with continued support into the initiation and implementation of Distance Learning. By the end of the day on the 13th, students in attendance had all necessary codes to access their work on Monday and continue learning in a virtual format. On Monday, March 16th, while students remained home and accessed their work via Google

Classroom, teachers returned to campus to work with their PLCs and develop manageable assignments that would continue to meet the rigor of the content standards. On the first Monday of Distance Learning our WHS Distance Learning website was up and served as a central source of information with a class schedule to follow to provide structure from the onset of Distance Learning, Google Classroom/Remind codes, a list of emails to contact staff and the latest DUSD/WHS news regarding the COVID closure. Through a concerted effort from teachers, counselors, support staff, and administrators, we were able to make contact with all but 14 students to ensure that all had the necessary information and equipment to continue their education during Distance Learning.

After much discussion about grading policy during the spring of 2020, and in order to align with the UC and CSU policies, it was determined that students would take part in a credit/no credit grading policy for the spring semester, unless the student opted to receive their actual percentage and grade. Students could not receive a grade worse than their 3rd quarter grade, so the only a student could fail (or receive "no credit") was if they had an "F" on the third quarter report card and did nothing to improve on that "F" during the 4th quarter. This policy was important in supporting our struggling families through the unprecedented and difficult times. A school device was issued to each student who requested one. Hot spots were made available to families in need upon request. Technology support was provided by the district and by our site-assigned subs and other staff members to get and keep our students connected.

Summer 2020
The WHS admin team, in conjunction with all other secondary administrators within DUSD, were faced with unforeseen circumstances of reported racism, discrimination, sexual harassment, and cultural insensivitities amongst students on social media. This led to mediation facilitated by WHS administrators to resolve reported incidents. This particular set of circumstances also affected other secondary sites within DUSD and a District committee was formed to address these community concerns. Superintendent Dr. Garcia invited staff from all sites to participate in the Human Relations Council (HRC) in an effort to address the concerns raised by current students, alumni, and community members. The council meets on a monthly basis with the goal of constructing an action plan that will address and educate staff, students, and our community in anti-racist, anti-sexist, and non-discriminatory practices and curriculum. Warren High School has three members on the HRC. This group is further explained in Culture.

Concurrently with the former, secondary administrators were preparing to launch a new school year with corrective measures from lessons learned in spring 2020's Distance Learning. A block schedule with teacher office hours was created to provide students with the time to connect and build relationships with their new teachers while learning the content and an opportunity to seek individualized academic support at the end of the day. After significant research, the new learning management system was identified, Canvas, and professional development in online instruction for teachers was initiated. All WHS teachers were given about four weeks to complete the International Society for Technology in Education (ISTE) training by the first day back to work in mid August, in which ten hours of pay were allotted if done by the second week of school. The ISTE courses were completed a module at a time focusing on the ISTE standards: Learner (focus on relationships), Leader, Citizen, Collaborator, Designer, Facilitator, and Analyst. Each course was approximately eight hours if all resources were accessed. The link to the ISTE standards is provided in the appendix.

During the first three days of the school year (two of which were student-free days and another which students were trained in *Canvas*) teachers and instructional assistants were given the option to participate in workshops led by our instructional coaches in supporting student-learning via Zoom, the implementation of Canvas, commonly used teacher learning programs, and building relationships.

Canvas **and Digital Learning in 2020-2021**

At the end of the 2019-20 school year, the staff was aware that starting the new school year in a digital platform was a real possibility. WHS administrators immediately sought teachers' concerns, comments, and suggestions. Overwhelmingly, one concept that continued to be highlighted was the need for a Learning Management Software (LMS). In collaboration with district administrators and after researching many LMS options, it was decided that *Canvas* would be the new LMS platform. Administrators created opportunities for teachers and students to learn the basics of the software as quickly as possible, but also gave reassurance that a minimal knowledge of the software would be fine. As mentioned earlier, Warren has seven TTLs, all of whom can give *Canvas* support, *Zoom* support, gradebook help, and help with many other things dealing with technology. The district provided funds for Warren to hire five TTLs, then Warren paid for two more.

Canvas has become the hub of information and access for staff and students. There is a Canvas resource course for all staff where our instructional coaches place all the resources they have to share with teachers. Students have a grade-level course that provides specific resources to via Link Crew, College & Career, and/or academic counselors. Students also have access to the library and the Resource Center (schoolwide tutoring options) to seek academic support. Canvas buttons were added to access AVID, CTE, ASB, clubs, etc. to engage in extracurricular activities and pursue individual interests.

If anything shows the awesomeness of Warren High School, it was the collaboration that went on between March and August of 2019 (and beyond). Teachers were volunteering their time helping anyone who needed technology help, especially with *Canvas.* PLCs worked tirelessly to make sure all students received a good education while at home. Different departments worked with each other to learn different methods of instruction via technology, assessments via technology, etc. Warren teachers and staff truly came together to focus on a positive environment for all students. Of course, some problems persisted. Teachers were Zoom-bombed, *Canvas* rosters were sometimes randomly deleted, and there were definitely different levels of technological skills amongst staff

Students, Parents & Teachers

During these unprecedented times and circumstances, WHS made the effort to be communicative and address student and parent concerns. Various student and staff concerns led to an adjustment of the Wednesday schedule during the 2nd quarter of the 2021-21 school year. This was initially the only day all classes were visited and the race from class to class increased student stress due to all the assignments to complete. At student, parent and teacher request, the Wednesday schedule evolved to an early check-in with their 4th period teacher where general topics related to study-skills, social-emotional, and/or relationship building were briefly covered, office hours were offered, and students selected from a menu of choices for their activities the remainder of the day; tutoring was a constant option and schoolwide engagement and wellness options varied.

Implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

After the 2015 WASC visit, the goal for site administration and self-study team was to maintain a living document that would be monitored and updated as needed. In addition, it was important to the leadership team to continually revisit the action plan to be accountable for the tasks to be implemented. Immediately after the 2015 visit, the School Site Leadership (SSL) was created to meet once a quarter with the purpose of monitoring the implementation and progress of the action plan.

Eventually, the SSL evolved to the Leadership Coalition (LC). For the last three years, the LC begins the school year with an early-August meeting that revisits critical learning needs, the action plan, and other goals that the principal has identified as priorities.

Whether the implementation of the action plan was driven by the SSL, or the LC, the routine was the same; discuss action plan progress & concerns,, brainstorm ideas for improving student learning based on data that identified the critical learning needs, sub-committees are formed to address problems via research, followed by the implementation of the adjustments to the system. Some examples of sub-committees over the years are: *intervention, grading discussions, special education and "a-g", parent involvement,* etc. While these adjustments have been data-driven, we have noticed that our state data on learner outcomes do not reflect the positive growth we've made, aside from an increase in our graduation rate and subtle growth in meeting "a-g" criteria. We continue to analyze data and discuss possible fundamental changes that may be needed to impact student learning outcomes as demonstrated in all data collected.

Warren High School has documented the progress on each section of the current schoolwide action plan/SPSA created in 2015 that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.

Schoolwide Critical Areas for Follow-up from 2015 Visit

The Visiting Committee concurred with Warren's identified areas that were outlined in the schoolwide action plan.

1. *Increase proficiency and performance of all students, while narrowing the achievement gap for English Learners and special needs students, in content areas by developing content literacy, critical thinking, and real-world applications in all subject areas.*

2. *Meet the needs of all students as they prepare to pursue post-secondary opportunities by increasing access and options for both college and career and supporting students through matriculation and retention efforts.*

In addition, the Visiting Committee encouraged the school to include the socioeconomically disadvantaged group along with EL and special needs students in the Action Plan. They also identified an areas that needed to be strengthened:

- *Continue the collaborative PLC process which includes cross-curricular collaboration within PLCs both within and between departments.*

The Visiting Committee also identified three areas of growth:

Areas of Growth
1. Strengthen the implementation of CCSS
2. Implement a focused intervention structure such as RTI to support struggling students
3. Create a strategic approach to reducing the D/F rate across all disciplines while maintaining academic rigor

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Critical Learning Need #1

Increase proficiency and performance of all students, while narrowing the achievement gap for English Learners and special needs students, in content areas by developing content literacy, critical thinking, and real-world applications in all subject areas.

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Analyze disaggregated local and state data (pass rates & grades, common assessments, benchmarks, SBAC, ~~CAHSEE~~, SAT, EAP, "a-g"):
- **Implement use of Illuminate to develop benchmarks and analyze results**
- **Provide professional development for PLCs**
- **Identify critical areas for re-teaching and in-class interventions**
- **Implement more frequent formative assessments to guide instruction**
- **Review grading practices (as a department)**

All teachers have been trained to give common assessments in *Illuminate,* and a 2020 PLC survey shows that a strong majority of teachers know how to generate a report to analyze data. Teacher Technology Leads (TTLs) have continued to offer any support for PLCs with any *Illuminate* questions, or any extra training that is needed. In 2016-17, a system was set up in which all PLCs had to share at least four common assessments (per year) with a designated administrator and the testing and data coordinator. While a 2020 PLC survey shows that over 80% of PLCs have developed these four common assessments, some PLCs have a more difficult time because of the nature of their content. For instance, the CTE PLC is composed of teachers who all teach different classes. While they do discuss standards for assessment, and while their assessments address common soft-skills, creating one single assessment for all CTE students to take is a tough task. Regardless, every teacher is expected to give an exam and scan in results in a timely manner. Most PLC pacing guides give teachers a window to assess students, with the same 2020 survey showing that about 90% of teachers actively follow the pacing guide. Also, over 75% of PLCs have fully identified key/power standards. These standards guide common assessments, and the data reports guide re-teaching and in-class intervention routines.

Since the last visit, *Illuminate* has been updated to allow for student online testing as well, which is something many teachers used even before the Distance Learning school year. For the 2020-2021 school year, many teachers are opting to give tests in *Canvas.* This makes it easier on the gradebook, and *Canvas* still provides enough data for teachers to analyze.

The district and site administrators provide ample opportunities for professional development. While many PLCs used to attend professional development off site, many opportunities have been opened for PLCs to now be trained on site, or to request "PLC days" for the group to collaborate during the school day. The district also provides District Teachers on Special Assignment (TOSAs) and Instructional Technology Coaches (ITCs) - all who hold offices at the district - to provide teachers with support. With budget cuts, the 2020-2021 school year is the first year in which ITCs are not as available to PLCs, however the district adding three Instructional Coaches and one additional Teacher Technology Leads (TTLs) - along with two TTLs paid for by Warren - hopes to combat that issue.

On a schoolwide level, administrators have facilitated discussion among members of the Leadership Coalition about grading and grading practices. When the Leadership Coalition was developed in 2018, a faction of the group broke off to be in charge of grading policy discussions and possible implementation. Selected teachers and administrators attended a conference on grading, run by Tom Schimmer, named "Grading From the Inside Out." Some of the research-based suggestions from the conference included: grading based on other than standards-based tests: focus on skills-building, transfer of knowledge, using homework as a "practice" but not a graded assignment, not grading on the average, the case against the zero, matching mastery and proficiency within a PLC, etc. After the

conference, teachers and administrators used time in a staff meeting to discuss some of the grading theories presented. Other teachers then attended the same grade theory seminar. The idea was that different teachers from different content areas can bring the information suggested by Tom Schimmer back to their PLCs to create more discussion around grading. As grading is a personal topic, PLC grading discussions are always evolving.

Other grading seminars were done on-site as well. In 2019, a teacher and an administrator facilitated a professional development seminar on "how to set up your gradebook." During this seminar, the facilitators gave examples of how weights impact grades; many of which teachers are usually unaware of.

One English teacher and one Science teacher also piloted a "Competency Based Grading" practice in their classes over the last two years. Using research-based methods from Marzano, essential standards were used to develop specific learning targets with proficiency scales. From those proficiency scales, a performance assessment and content assessment were developed. Students had to complete each learning target at proficient or better to pass the class, and had to move through the learning targets in order. Initially, both teachers modeled the course to be a student-paced course, and used small groups to help students that were on lower learning targets while also supporting the learning of students that had moved ahead. The use of technology to support student learning became imperative and there was major success found in the use of standards-based grading systems (although the student-paced model was quickly deemed unsuccessful in a system where every other course has strict due dates). The findings were presented to the Leadership Coalition and work continues to establish standards-based grading as a norm across campus in an effort to benefit students and provide equity between classrooms.

Continue with the transition to the common core ELA, math, and content literacy, as well as NGSS:
- **Continue to provide job-embedded professional development and support to PLCs in the development and refinement of common assessments, common curriculum guides, and common instructional practices to support first best instruction in alignment with the CCSS**
- **Refine curriculum guides to ensure alignment with CCSS, incorporating ERWC modules at the 9-11 grade levels in ELA**
- **Refine curriculum guides to ensure alignment with CCSS, incorporating the math practice standards in the instructional model for mathematics**
- **Refine curriculum guides to ensure alignment with the Literacy standards for Social Science, Science, and technical subjects**
- **Identify resources to support implementation of the new content and literacy standard**
- **Provide training and support teachers in using the new assessment system, Illuminate, for development of common assessments and analysis of student performance and mastery of the content standards**
- **Develop and refine common assessments, common curriculum guides, and common interventions to support First Best Instruction in alignment with the CCSS**
- **Increase the utilization of effective research and practice-based strategies to increase student engagement and meet the needs of more learners in mastering content.**

Transition to Common Core has been fully implemented. A 2020 PLC survey shows that 100% of PLC instruction is "at least mostly" aligned to the Common Core State Standards. All PLCs have developed a pacing guide, about 90% of teachers actively follow their pacing guide, and over 75% of PLCs have identified power standards.

The English department has fully transitioned to the CCSS, with all using the Expository Reading and Writing Curriculum modules to support student learning and growth. This year, Math Reasoning with Connections (MRWC) courses were implemented to support students in the area of math. This 4th year math course intends to serve the same population as ERWC and has the same purpose: provide a challenging and rigorous course to bridge year 3 math and college GE math. The Math department is in its 8th year of the integrated math curriculum, all which is fully aligned to CCSS. Science has been fully transitioned to the Next Generation Science Standards since the 2018-19 school year. Social Science PLCs, specifically the world and US history groups, have incorporated essay writing and document analysis (including annotation strategies) with the Document Based Question (DBQ) curriculum provided by the DBQ Project.

Every year, PLCs fill out a Planned Improvement for Student Performance form to help identify resources needed to support the implementation of CCSS. This gives PLCs the power to decide for themselves what would work best in their content area, and in their own classrooms. Some PLCs have requested class sets of chromebooks (many have been granted), some have requested professional development training, PLC days, or other materials that can aid in the implementation. Administrators meet with PLC leaders to discuss the needs, and decisions are then made on whether to provide the resources, or to see if there are other options available.

All teachers have been trained to give CCSS common assessments in *Illuminate*. Please see the last section for more on this point.

The district has provided opportunities for all teachers to attend a *Capturing Kids Hearts* training. The training provides teachers with researched-based strategies to connect with students, strengthening classroom culture, intending to improve student learning. The goal of every teacher at Warren attending the training would have been accomplished if not for COVID-19 and the Distance Learning schedule. Plans to send teachers to *Capturing Kids Hearts* will resume once the school is back on its regular schedule.

Continue to implement the Integrated Math curriculum and course sequence for CCSS.

Warren has fully adopted the integrated math system. This is a three-year math sequence that allows students to be able to reach calculus by their senior year. In addition to the traditional integrated path, the district is currently looking for alternate 3rd and 4th year math courses to support students who are not aiming to pursue a math or science career. Warren piloted a statistics-focused math course during the 2018-19 school year called Introduction to Data Science (IDS). While the program started off with four sections and went very well, the new Mathematical Reasoning with Connections (MRWC) curriculum absorbed many of the previous sections. However, both courses are currently being run, along with Statistics and AP Statistics. They are all fourth-year math courses that can also be used to validate any other

Continue or increase collaboration within PLCs and departments regarding curriculum and common assessments to support student learning and success in meeting program objectives:
- **Continue to use late start schedule for PLC meeting times**
- **Increase opportunities for departments to collaborate across curricular areas**
- **Share/implement best instructional practices to increase achievement of students**
- **Identify common grading practices to communicate content mastery and ensure equity and access to rigor for all students**
- **Use common assessments to standardize curriculum & identify intervention opportunities**
- **Improve and refine course level interventions**

Warren PLCs continue to collaborate weekly. During a regular school year, this takes place on late-start Mondays, as PLCs meet from 7:30am-8:30am. During the Distance Learning schedule, PLCs meet on Wednesdays from 12:45pm-1:45pm. In addition, PLCs can request extra time during the day to meet and plan, and that request is always granted. Substitute teachers are scheduled for each teacher, a room is provided, and resources needed are usually provided upon request to the admin team. While informal meetings occur for cross-curricular PLC interactions, Warren has yet to establish a routine of PLCs meeting with others outside their content area. However, if a PLC requested this, the request has been granted. In 2018-19, administrators planned on reserving two Mondays a year for PLCs to formally cross-collaborate. While they were initially scheduled, many PLCs requested to delay the cross-collaboration because of too much work that had to be done, so the cross-collaboration days were canceled. Warren High will continue to encourage cross-curricular planning.

PLC members are strongly encouraged to share best practices with one another. Some PLCs have a sign- up sheet that asks for teachers to present a certain lesson on a PLC Monday, then answer any questions that teachers might have. The sharing of resources is very common in all PLCs, as "network drives" are often used for this purpose. Also, after looking at data, it is customary to ask teachers whose students performed well on an assessment to discuss successful strategies; however, full transparency of student achievement by teacher is practiced on a limited basis.

Teachers are strongly encouraged to continue grading discussions amongst their PLCs. A common question that PLCs were prompted to discuss was: "Is an A grade in my class the same as an A grade in your class?" In order for teachers to answer that question, PLCs began to create and/or refine their rubrics, as well as share student work with each other to show examples of "mastery" or "proficiency" from one class to another to begin to calibrate. While this practice was never mandated by on-site or district administrators, it was highly encouraged. It's a limited practice to use rubrics with students to encourage self-monitoring or to create rubrics for assignments/tasks/projects in general.

The ultimate goal of instruction is for students to master the content the first time it is taught (First Best Instruction) to minimize the need for intervention. This is an area that WHS will continue to develop in. However, PLCs do brainstorm and implement ways in which students who are struggling can have another opportunity at learning. Teachers will apply re-teaching strategies after common assessments. Whether this re-teaching happens during class, before or after school, many teachers try to give struggling students a new way to learn the content and/or skills. With *Illuminate,* it is easy to identify students who did not master standards on formative and summative assessments. Teachers can personalize the reports to their liking, and identify students who struggled with one skill, a concept, or an assessment item. This allows teachers to target their re-teaching and intervention process.

The implementation of an intervention program has been a struggle. In the past decade, Warren has tried numerous times to implement after-school intervention, yet the data was not showing its effectiveness. A subcommittee of the leadership team was formed in the fall of 2015 to research other schools' intervention programs. There was consensus in that intervention during the school day would be most impactful. The Downey Unified School District, at the time, hinted that an intervention program was coming soon that would be district sponsored. Warren, at this time, decided to wait for the District's proposal/plan. When the School Site Leadership team evolved into the Leadership Coalition, intervention was again at the forefront of the discussion. The district did not create an intervention program, so an LC subcommittee was formed to identify intervention approaches. In the spring of 2019, the subcommittee worked with the department chairs and PLC leads from math, English and science and for the first time explored flex repair intervention which gave students an option to fix their grades from first semester without going to summer school or repeating the entire course. Teachers and counselors identified students for the flex schedule/blended learning class that

was structured to fill in the gaps for each student from first semester. Students met with their teacher two times per week during 7th period and they worked independently the other days to complete/demonstrate mastery of the essential standards. These approaches demonstrated some success with 81/83 students passing their intervention class but leaving room to improve with only 53/83 students passing the corresponding content area classes for the 2nd semester.

With the D/F rate being doubled in the fall of 2020 (first quarter was Distance Learning) when compared to the fall of 2019, it is evident that some type of intervention is needed. When discussing the hybrid schedule that students would return to once allowed back on campus, the district's secondary staff voted on a schedule that included an intervention period during the school day. Warren's focus will be on a bell-to-bell intervention approach that supports student learning that is evident in a decrease in the D/F rate and an increase in the "a-g" completion rate to maximize our college & career readiness. Even if school does not return to its regular schedule in the spring of 2021, intervention will be embedded into the school day during Distance Learning or a hybrid schedule. In addition, 30 teachers/counselors have opted to pilot research based SEL curriculum to address the social emotional needs that are contributing to the academic struggles beginning January 2021.

Also, to combat the doubled D/F rate, approximately 50 teachers opted to give "incompletes" for 500+ grades for students who had extenuating circumstances or were very close to passing with a C or a D. Students could then make up work until January 6th of 2021, hopefully receiving enough credit to boost their grade to a D or C and pass the class. Data for this can be available by spring of 2021.

Implement an Instructional Leadership Team (ILT) model to support a schoolwide instructional focus to support the school's improvement efforts:
- **Identify and train the initial cadre of ILT members**
- **Include representatives from all departments and PLCs in the Instructional Leadership Team**
- **Engage the entire staff in identifying an instructional focus that impacts every student, every professional, every classroom**
- **Identify 2-3 research-based instructional strategies to support the schoolwide focus**
- **Train teachers in the use of the identified instructional strategies**
- **Monitor implementation of the instructional focus through instructional rounds and pop-in classroom visits that include ILT, administration, and district support personnel**

The Instructional Leadership Team (ILT) has been working together to implement the school's instructional focus, *critical thinking,* since 2015. The ILT includes ten teachers who represent the Art, English, Science, Math, Social Science, and World Language departments, as well as the school librarian, the principal, and one assistant principal. A few times per year, the Warren ILT meets with ILT members from other secondary schools within the district. These meetings include professional development seminars, school-site visits, and team planning time. In addition, the ILT disperses information to other PLC leads (which are a part of a wider ILT group) once a month in before or after school meetings. This model has allowed for the school to dive into its instructional focus of *critical thinking,* as well as unveil the strategies behind the focus, *questioning* and *interacting with the text*.

With two days of schoolwide professional development (PD days) built into the schedule, the district always allows for time set aside during those days for ILT material. Each year, the ILT members have been actively involved in designing teacher-led professional development for these PD days. In 2015, the ILT selected five other teachers to lead professional development on "questioning strategies," Warren's first strategy to support the focus. Since then, the PD days of 2016-2019 have had at least two different teachers involved in providing professional development during PD days. The school's instructional coaches (some which are, or have been on, the ILT at some point) led PD trainings for the

2020-2021 Distance Learning school year, but the ILT will be involved in planning these yearly trainings once again soon.

Since 2016, the ILT has also been conducting teacher "walkthroughs." Please see the *Significant Developments* portion of this chapter (towards the end) to read more about this.

Increase use of technology to support student learning:
- **Increase use of technology in classrooms so that students are prepared for the technology in future careers as well as the Common Core assessments**
- **Provide training for teachers to support technology use in the classroom**
- **Work with TTLs to identify and offer regular training opportunities to increase the number of teacher users**
- **Increase use of technology in classrooms so that students are prepared for technology in future careers as well as the Common Core assessments**
- **Use, maintain, and expand technology available to teachers to best implement effective instructional strategies, and increase student engagement**
- **Provide training for teachers to support technology use in the classroom**

Technology plays an integral role in classrooms across campus. The increased amount of technology, the number of available devices, the upgrade of all classrooms, and the upgrade of 28 classrooms to technology rooms is all mentioned in the *significant developments* portion of this chapter.

Teacher Technology Leads (TTLs) offer support to all PLCs and/or individuals who need help with any software. During our two Professional Development days (one in August and one in October), it is common to find the TTLs running some sort of technology training, whether it would be on Microsoft OneNote, Google Classroom, Illuminate, or any other program in which the school has access. For several years now, students have been accustomed to Google Drive and Google Classroom.

District Instructional Technology Coaches (ITCs) were available to help PLCs in developing curriculum and instruction with the use of technology. While these positions are no longer funded by the district, many PLCs took advantage of their services over the last several years.

In 2017 the English 9 PLC was selected to be a 21st Century Learning Community (21CLC), which is a collaborative group of teachers who work together to incorporate technology into their curricular map and instruction. With the help of a district ITC, the group is working to implement the Instructional Society for Technology in Education (ISTE) Standards. This group focuses on familiarizing themselves with ways that technology can enhance student learning while also making pre-existing lessons more engaging to provide opportunities for intervention. The purpose is to work to meet the district goal of "ensuring that all students graduate with a 21st century education that ensures they are college and career ready, globally competitive, and citizens of strong character." District ITCs worked with the English 9 PLC for two years with the idea that ITCs can move on to help other PLCs. Unfortunately, because of budget cuts, the ITC positions were cut.

Continue to implement the district's "First Best Instruction" SIOP model:
- **Increase the utilization of research-based instructional strategies to increase student engagement and meet the needs of all learners in mastering content.**

First Best Instruction (FBI) is a key part of the vision of Warren High School and DUSD. Although the district no longer uses the SIOP model, FBI is always discussed schoolwide, and is expected to be discussed in all PLCs. At the end of the 2017-18 school year, Warren staff was asked to vote on key

concepts that should be included in an FBI definition. There were twenty key concepts identified by the staff under four main categories of FBI. The four main categories were *teaching and learning, culture and environment, assessment,* and *engagement.* Some of the main twenty key concepts included *critical thinking, motivation, timely feedback, and relationship building.* The twenty concepts were then sent to the district, and a district-wide definition of FBI should be unveiled by the 2018-19 school year (see appendix).

Although the Sheltered Instruction Observation Protocol (SIOP) model is no longer implemented, many of the 140 Warren teachers were trained and still use SIOP methods in their instruction. The ILT and on-site instructional coaches, however, have worked hard to research, teach, train, and help implement First Best Instruction strategies to all teachers. More First Best Instruction work is to be done, and this will be an area of growth and in the schoolwide action plan.

Support administrators in serving as instructional leaders using an instructional rounds model to support the instructional focus and school improvement efforts:
- **Develop a shared understanding of the instructional rounds model (Elmore) with all site administrators**
- **Commit to visiting classrooms on a regular basis (3 hours each week per administrator devoted to classroom visits)**
- **Conduct instructional rounds with all administrators to set base level and identify a problem of practice to support the instructional focus and school improvement efforts**
- **Engage the ILT in instructional rounds**

Administrators at Warren High School have participated in multiple professional development days implementing and refining observation norms and feedback under the instructional rounds model (Elmore). During these days, administrators visit classrooms and compare notes to create a consensus on the groups' understanding of critical areas such as student engagement and first best instruction. Emphasis has been placed on recognizing and identifying school improvement efforts to foster Warren's instructional focus (critical thinking). An exciting result of administrators' efforts to calibrate through instructional rounds has been an introduction of a similar process (ILT Walkthrough visits) to the staff.

The Instructional Leadership Team (ILT) at Warren High School has worked hard to facilitate walkthrough visits based on the instructional rounds model (Elmore). You can find further information on the walkthrough process in chapter one.

Support teachers with conference attendance to identify and practice research-based strategies to support student learning and mastery of the content standards.

Warren PLCs and individual teachers are encouraged to request professional development through the administration team. If the request is aligned to the action plan, then it is usually granted. Pre-2019, there were many types of professional development trainings that took place at district offices. When the district asked teachers about what types of professional development they would like to see in the upcoming years, teachers voiced that on-site professional development (usually led by their peers) was much more effective. Now, the administration team gives a lot of support to the Leadership Coalition, the Instructional Leadership Team, and the on-site instructional coaches to create professional development opportunities for all teachers to attend.

Growth targets affiliated with critical learning need #1:

1. *Increase the number of students meeting course requirements on the first attempt*
   - Each subject carries different data trends. English 9 and Math Integrated I "first attempt" percentages are going up, World and US History percentages are stagnant, and Biology percentages are going down. The overall average of all classes, however, is trending upwards: 75% passing on the first attempt in 2016, and 81% passing on the first attempt in 2019.
   - *Target: ACCOMPLISHED*

2. *Increase the % of 9th grade general education students meeting at least 3 "a-g" requirements*
   - Freshmen falling behind early in credits is a big problem that needs to be addressed in order to accomplish the overall "a-g" goal. In 2015, 61% of freshmen students were meeting at least 3 "a-g" requirements. At the end of the 2019-20 school year, 76% were meeting that goal. Even though the school year ended with a "credit/no credit" system (maybe inflating the numbers a bit), the overall trend is still going up. In 2019, 69% of freshmen met the "a-g" goal.
   - *Target: ACCOMPLISHED*

3. *Increase the number of advanced English Learners and students with special needs meeting the "a-g" requirements*
   - The amount and percentage of both EL and students with special needs meeting "a-g" requirements has gone up since 2017
     - EL students: 12% met "a-g" in 2017, 14% in 2018, and 22% in 2020
     - Special needs: 3% met "a-g" in 2017, 5% in 2018, and 14% in 2020
   - Also, EL students have more "a-g" options since EL classes are now "a-g" qualified .
   - *Target: ACCOMPLISHED*

4. *Increase the proficiency rates of juniors in all content areas on the Smarter Balanced assessment for the common core standards*
   - In both ELA and Math, there have been no consistent data trends. A chart in chapter 2 will show the percentages.
   - While English and Math PLCs have formatted their common assessments to look like something similar to the SBA, other PLCs have not.
     - PLCs have expressed a willingness to format their common assessments to an SBA-type format.
   - Before the 2019 SBA exam, many juniors who took the math portion were not even enrolled in a math class.
     - Warren, along with the feeder schools, have set up an integrated math system in which all classes build off of each other, and all students must take a math class (at least at this point) for their first three years of high school. Now, every student who takes
   - *Target: NOT ACCOMPLISHED*

5. *Increase proficiency rates in district benchmarks*
   - **District benchmarks were never established**

6. *Increase pass rates on CAHSEE for English Learners and students with special needs by 3% each year on both ELA and math*
   - **CAHSEE has been discontinued**

Critical Learning Need #2
Meet the needs of all students as they prepare to pursue post-secondary opportunities by increasing access and options for both college and career and supporting students through matriculation and retention efforts.

Analyze disaggregated local, state, and college data (pass rates & grades, "a-g" completion, EAP, SAT, AP):
- **Identify critical areas to address in improving overall "a-g" completion**
- **Identify critical areas to address in closing the "a-g" completion gap between males and females**
- **Teachers collaborate to identify practices to support students in meeting course requirements**

Since the DUSD has begun implementation of their plan to correlate graduation requirements to "a-g" requirements, Warren has been working hard to disaggregate data that can be valuable to the school's decision-making process. Every year, the Leadership Coalition (LC) analyzes data that revolves around the "a-g" rate. Some examples of data seen by the staff are the "a-g" rate differences between males and females, D/F rates, the number of students who missed "a-g" completion by one class (or two, or three, or more classes), as well as the content area in which students struggle the most with. The LC then brainstorms ideas to help with student academic success. In the inaugural year of the LC, three subcommittees were created - Intervention, Parent/Student Roles, and Special Education & English Language Learners - to help with student academic success in order to improve the school's "a-g" rate. Other subcommittees were later created as well, such as: Grading and Guaranteed & Viable Curriculum.

The following are some brief descriptions of accomplishments and struggles that the subcommittees have gone through in the last few years:

The Subcommittee on Grading Practices: In the hope that teachers will explore some new grading ideas and practices, this subcommittee set up an on-site professional development training to show teachers the different options of the gradebook, mainly dealing with weights of grades. A science teacher and an assistant principal led a PD session illustrating multiple examples of how grades are affected by minor changes to the weighting system. Also, this subcommittee sent a couple teachers to a grading conference led by Tom Schimmer, *Grading From the Inside Out,* then brought back the information to a staff meeting. This piece of the staff meeting, in which the teachers who attended the conference shared some talking points, was only meant to drive the conversation around grading.

Guaranteed and Viable Curriculum: This committee is fairly new, and while discussions have begun about PLCs diving deeper into their key standards so that all students are guaranteed to learn the same skills and content, this year's Distance Learning schedule has put these talks on hold.

The Subcommittee on Special Education: This committee was responsible for the deferment of special education "a-g" graduation requirements. See more on that in the *significant developments* section earlier in this chapter.

The Subcommittee on Intervention: This committee was responsible for starting and continuing the intervention discussion, as well as the upgraded tutoring program at Warren HS. See more on this in the *significant developments* section earlier in this chapter.

Identify schoolwide structures to support students for intervention in meeting "a-g":
- **Work with district to implement "a-g" summer and online credit recovery courses**
- **Identify athletes and provide support toward meeting the NCAA requirements**
- **Continue to identify at-risk students in the 8th grade and identify at-risk 9th grade for placement and support**
- **Identify students when they are one course behind to provide recovery opportunities**
- **Identify and implement other "a-g" credit recovery and/or validation options for students who have not passed courses with a C or better**
- **Identify and implement bell-to-bell intervention options**
- **Continue to implement ELA intervention program**
- **Explore adding a math intervention program**
- **Support at-risk students with a study skills/decision-making class**
- **Provide academic tutoring**
- **Review and modify the Saturday school program to support academic development**
- **Improve articulation with middle schools**
- **Give students access to gradebook grades to track their own grades and attendance**

Summer Credit Repair for "a-g"/Summer for Original "a-g" Credit
In the summer of 2015, Warren students were able to repair D/F grades in "a-g" courses through APEX. It was expanded in the summer of 2017 and students now can take "a-g" courses for original credit/enrichment. Students can receive 10 credits (two semesters or one year's worth) in all core classes, art, ASL, Spanish, Economics, Government, and Film during the summer. Also through APEX, students who are deficient in credit can recover credit in the summer and throughout the school year. In addition, the summer of 2017 started a process for students to repair credit in the classroom with content-teacher-led instruction, not just via APEX.

Other Methods of Credit Recovery (APEX and Restart)
The online learning program, APEX, has expanded quite exponentially over the last six years. In the summer of 2019, 2,130 credits were recovered via APEX courses. Also, after the first semester of the 2019-20 school year, some students were offered a chance to make up some first semester credit. Five teachers volunteered to either run a new class during the school day, or a 7th period after school to help students recover credit in either English, Math, or Science.

NCAA Support Program
An NCAA support program designed to support all students-athletes who might play at the collegiate level is embedded into the Warren athletics program. A high number of athletes in this program are currently meeting "a-g" requirements with the program expanding every year. Coaches are expected to meet with their athletes to discuss the NCAA Support Program opportunity. Athletes can volunteer to participate, or are referred by their coaches to join. The director of the program, a current teacher and former coach, meets with students and parents to discuss the process, eligibility requirements, etc. Team meetings and parent meetings are hosted to disseminate information regarding eligibility requirements and NCAA Clearinghouse requirements. Student-athletes, once entered into the NCAA support program, are tracked from their freshmen year through their senior year to ensure that they are meeting NCAA requirements (which are closely aligned and surpass "a-g" requirements).

Bell-to-Bell Intervention
Discussions about bell-to-bell intervention, particularly a homeroom or 7th period added to the school day, have been going on since the last visit. Unfortunately, teachers, administrators, and the district have not been successful with creating and implementing a plan for intervention during the school day.

With many discussions taking place amongst the intervention subcommittee of the Leadership Coalition, the only thing the committee felt it could actually implement was a more structured tutoring schedule.

With the Distance Learning D/F rate being almost doubled in the fall of 2020 (13.5% last year to 24.5% this year), it is evident that some type of intervention is needed. When discussing the hybrid schedule that students would return to once allowed back on campus, the staff voted on a schedule that included an intervention period during the school day. This, the school hopes, will be the beginning of a much needed bell-to-bell intervention program that can help with student learning, and in turn help with the school's D/F rate, "a-g" completion, and graduation rate.

Math Study Skills Program
In 2017-18, math interventionists were added to twelve sections of Integrated Math I. The two math interventionists are full-time employees of the district, and their aim is to focus on small-group support during regular class time. Unfortunately, however, with budget cuts came the cancelation of this program. Warren was never able to see this program through to its full potential or effectiveness.

Academic Tutoring
See *Academic Tutoring* earlier in this chapter under *significant developments.*

Saturday School
Saturday School is both voluntary and mandatory. Students attending Saturday School are assigned to classes based upon enrichment and intervention needs. For instance, students may be assigned to a math class if they were absent for a quiz/test or just need a refresher of the most recently taught unit. Additionally, students may select to attend a Saturday School to recover attendance. Throughout Distant Learning, Saturday School has turned virtual.

Articulation with Middle Schools
Prior to the new graduation requirements being implemented, it was important that middle school students were prepared for high school. During content PD facilitated by the district, middle and high schools participated to articulate curriculum. For example, representatives from the middle and high schools PLCs mapped out the standards to focus on in the Maths and Sciences. Since the graduation requirements were updated, the inclusion conversations will lead to articulation work to include elementaries since k-12 alignment is important to prepare students for the rigor of high school "a-g" courses. With the help of district personnel, high school guidance counselors, and middle school teachers, there is now a strong push for middle school students to be ready for high school with prior "a-g" knowledge.

Student Access to Grades
In 2015, only parents had access to their student's grades through *Parent Connect.* In 2016, the district and the gradebook software *Q* created an option for all students to have access to their own grades as well. A 2018 "Back to School Night" survey indicated that over 90% of parents are currently connected to *Parent Connect.*

At-Promise (aka At-Risk Students)
Students continue to be identified for placement and support into the ELA intervention program and the decision-making class. Each year, administration uses data (standardized tests, Star 360, and transcripts) on incoming 8th graders to see which students could use a 9th grade support class for ELA. For 9th graders who continue to need support, a 10th grade ELA support class exists as well. As of 2020, about 25 students are a part of this 9th grade support class. That number is down quite a bit from

past years, mainly because of the edition of push-in support and co-teaching. In the intervention and strategic classes, once the teachers know the student is ready for a general English class (after analyzing reading and writing skills, work ethic, grades, etc.), then counselors can switch the student into a general education class. Since PLCs are generally on the same units and pacing, the transition is fairly smooth.

Develop, implement, and articulate a positive behavior pyramid of interventions (PBIS)

The deans and administrative team have been working consistently to develop Positive Behavior Intervention Strategies (PBIS) and to utilize other means of correction regarding student behavior incidences. By incorporating PBIS strategies and restorative practices, there has been a consistent decrease in suspension rates. In addition, Warren has also created a PBIS school team composed of teachers, deans, and administrators who have received ongoing training with LACOE trainers in regards to moving WHS discipline policies and practices into a PBIS schoolwide framework. Through continued collaborative efforts between the PBIS team, students and staff, PBIS methods continue to be incorporated and policies are refined in order to support students with appropriate consequences for behavior infractions, and establish a consistently positive and productive culture at Warren.

Increase awareness of "a-g" criteria:
- **Improve articulation with feeder middle schools to increase "a-g" awareness before students begin high school for future freshmen and their parents**
- **Increase awareness and understanding of "a-g" criteria, career pathways, and EAP with students, parents, and staff**

Prior to entering Warren High School, prospective incoming eighth graders and their families are invited to Future Freshmen Night and Open House, events that showcase the various curricular and extracurricular programs on campus. At these events, families are introduced to teachers and staff, can tour the campus, visit classrooms, and visit booths for information about clubs and sports teams. Each family is greeted with a "transition guide" to help them understand the value Warren can be for their student. This transition guide shows everything from "a-g" paths, to CTE options, to sports and clubs, etc. During the Future Freshmen presentation, administration conveys high expectations for all students by sharing the school's vision, mission, values, and student learner outcomes (SLOs). Counselors explain "a-g" and graduation requirements, CTE pathways, and how parents can get involved through the Parent Partnership Academy and the College and Career Center. Following the welcoming ceremony, all counselors are available to answer questions. This event makes families aware of the student support available and the variety of opportunities students have to get connected upon entering Warren High School.

Warren counselors visit the middle schools to introduce parents and students to the "a-g" requirements. The assistant principal in guidance coordinates with the feeder middle school principals to prepare a presentation that meets the needs of middle school families.

During middle school registration, counselors visit our feeder middle schools to review "a-g" requirements and career pathways to guide students in selecting freshmen courses. Additionally, in March of every school year, all 8th graders from Warren feeder schools are invited to Warren to visit all "a-g" approved CTE courses. This event includes a presentation in the Warren gymnasium with CTE program representatives, videos (created by the Warren film department), and stations in which each CTE program can show off their programs. During Open House students and their families have the opportunity to visit all CTE programs on campus, as well as, being provided with a Warren transition guide, which includes detailed information on all CTE pathways.

Continue to refine and update the coordinated Guidance Office efforts (grade level classroom presentations, one-on-one counselor meetings, transcript review, collaboration with academic departments for student course placement, parent-teacher communication) to ensure student success and increase "a-g" completion and on-track rates.

The guidance office incorporated the use of an organizational calendar to help outline class visitations throughout the academic year. Every grade level student is scheduled to have at least two presentations from their counselor. Parent informational nights and walk-in appointments are also outlined in the calendar. The counseling team has developed grade specific parent engagement sessions to inform parents about information relevant to their grade level. This has generated greater participation from parents with a more focused approach.

Counselors focus on getting every general education student on an "a-g" track. Upon entering Warren, all students receive their "a-g" *four-year plan*, setting them up on a path for success. Part of a student *four-year plan* is the opportunity to repair credits during summer school or through APEX courses. Warren has offered "a-g" courses over the summer since 2015. Since the summer of 2019, students have been able to take courses for advancement as part of Downey Unified's "a-g" for all initiative.

Implement the use of Naviance (college & career readiness platform) for students and parents to explore and monitor progress toward college and career goals.
   - Train counselors and college & career advisors on the use of Naviance

All counselors and instructional technicians were formally trained on *Naviance,* however this program has been discontinued by the district. To help track student participation in college and career, the school uses National Clearinghouse data, as well as Qualtrics for internal data collection.

Increase awareness of the Distinguished Graduate program.
   – **Monitor students in the program:**
   – **Provide support for students to complete the program requirements**
   – **Increase student awareness of service opportunities (service clearinghouse)**

During grade level presentations, counselors review Distinguished Graduate requirements. The only significant change with the Distinguished Graduate program is the removal of deadlines. In the past, sophomores would be informed of the Distinguished Graduate program in the beginning of the school year, and they would then have to apply for the program by the end of October. Now, counselors use data to determine which students are meeting the requirements, and those students are then encouraged to complete their community service hours to become a Distinguished Graduate. All other components of the program remain the same.

Implement the common core state standards in ELA, math, and content literacy in technical subjects, as well as NGSS in addressing the College and Career Readiness Anchor Standards.

Warren PLCs were transitioning to the CCSS in the midst of the last visit. At this point, all Warren PLCs have fully transitioned, where available. A 2020 PLC Survey shows that 100% of PLCs are mostly aligned with the CCSS. The district has provided many resources and professional development needed to aid in that transition.

The English department has been fully transitioned to the CCSS for several years, in particular with its adoption of the Expository Reading and Writing Course Curriculum. The Math department is also fully transitioned, as Warren now uses the integrated model instead of content-specific courses. Social science teachers have focused on supporting the ELA Common Core standards, as well as the new

social science state adopted framework. The Science department has worked to implement the Next Generation Science Standards for the past three years.

CTE classes are aligned to the standards of both the district and the state. State standards for CTE were created by individuals representing secondary, post-secondary, and business industry personnel who met to create and revise standards that were relevant to college and career readiness. The standards were adopted by Warren CTE programs in 2013, and they have been fully transitioned since. Three of the nine pathways on campus have also adopted the Project Lead the Way (PLTW) curriculum.

Support student participation in Career Technical Education (CTE) pathways:
- **Provide 7th period opportunities before/after school for students to explore pathways**
- **Develop and implement student schedules to support completion of both "a-g" and career pathway coursework**
- **Increase site involvement with SkillsUSA to support students in career development**
- **Maintain and expand articulation agreements with local community college for college credit (transferable)**

In the 2015-16 school year, CTE started to use zero and seventh periods to provide students with the opportunity to participate in Construction Tech and Make-up Artistry classes. Most CTE courses are "a-g" certified in the "f" (visual & performing arts) or "g" (college prep electives) categories. WHS continues to work to certify remaining CTE courses in other "a-g" categories to facilitate the completion of UC/CSU requirements while providing career-related options in core areas.

An obstacle for CTE pathways that we continue to try to combat, is the lack of available periods for students to complete a whole pathway. Many students start a career pathway their freshman year, however they have to set CTE aside because their schedule fills up their sophomore year, and it's hard for them to get back to the CTE pathway. The CTE department has worked hard to create 3-year pathways for students to help give them a chance to complete the whole process.

Students who participate in CTE are encouraged to compete in SkillsUSA, an organization that supports career technical education through local, regional, and national competition. This allows our students to apply their learned skills and develop a sense of pride, community, and ownership. Warren's chapter has grown and excelled, which has led to greater participation in SkillsUSA, maintaining over 100 students participating each year over the past several years.

Incoming 9th graders participate in an orientation that shows them how to get involved with CTE courses. Every year, campus tours, led by CTE students, are provided to all incoming 9th graders. Counselors also model to the students what a four-year plan would look like with CTE courses included. Warren continues to work hard with promoting CTE courses and to maintain the quality of each program by updating old technology with industry level equipment and software.

Warren has teamed with local community colleges (Rio Hondo and Cerritos) to offer after school, dual enrollment classes, meaning students can earn "a-g" and college credits as long as the class meets the prerequisites. Warren also has articulation with West Hills Community College - the first community college to be fully online - in which students can concurrently take classes to help with both "a-g" high school credits as well as transferable college credit.These classes are offered to students on campus after school, with classes almost exclusively for Warren students, each semester. So far, 386 students have received CSU/UC transferable college credit.

Review and update CTE curriculum to ensure students have greater access and preparedness to complete certification requirements:
- **Increase the utilization of research-based practices to meet the needs of all learners in developing career skills**

The curriculum for the Culinary Arts, Film and Television Production, Construction Technology, and Animation Pathways was developed by the corresponding teachers and is based upon the 2008 Career and Technical Education Standards and the adopted course textbooks where applicable. All teachers collaborate with experts in their respective fields and use the information acquired to remain current. Project Lead the Way (PLTW) develops the curriculum for the Engineering, Computer Science, and Bio-Med pathways. Teachers in each of these programs attend extensive training, both online and at select universities, and are integrated into a National Project Lead the Way Professional Learning Community where they can share practices with colleagues around the country.
Classes in the CTE department have specific guidelines for each student enrolled in the program. To participate in the class, students must be made aware of everything from how to use equipment to safety instructions. Students are made aware of the expectations, which are unique to each class in the CTE department, before career technical education pathways use a variety of technological resources to effectively teach content.

Opportunities are made available to all students to enroll in CTE courses/pathways. One significant concern with the CTE programs was the amount of students who completed a CTE pathway compared to the number of students enrolled. Many students start CTE classes their freshman year, however many do not continue with the courses to complete the pathway. Students only have one elective opportunity their sophomore year, and that is only if they have passed every class their freshman year. Unless they take a zero or seventh period class, students have a tough time completing the available three- or four-year pathways. The district and site administrators took this problem very seriously, as the CTE teachers, district personnel, Warren administrators, and CTE consultants met with to figure out how to navigate around this problem. One outcome was the creation of two-year pathways (photography, makeup artistry). Another was to increase articulation with feeder schools to give Engineering content in 7th and 8th grade as well. Discussion and collaboration around this issue will continue.

Implement new Engineering pathways: Computer Science and Engineering, Civil Engineering, and Biomedical Engineering:
- **Train teachers**
- **Identify and acquire instructional materials and equipment to support the programs**

Warren has successfully added courses to the Computer Science (CS) pathway to make it a three-year program. Included in the CS pathway are two AP courses as well. Civil Engineering is a four-year program with Civil Engineering being the capstone course. Biomedical Engineering is a three-year pathway with Medical Interventions being the capstone course.

Explore the addition of CTE offerings.

Warren is looking to add a few more pathways in the near future. Game Design, Cloud Computing, and Advanced Manufacturing. Teachers have visited High Tech High to learn more about how to operate a successful pathway.

Also, the Animation pathway is being revised from a seven-semester model to a six-semester model in order to achieve a Fine Arts, or "f", designation. The Animation pathway contains all its original streamlined components, taking three years to complete. More on CTE can be seen in chapter one.

Augment the College and Career Center (CCC) services:
  − **Continue career exploration (Eureka) and individualized student plans**
  − **Develop partnerships with industry for student internships.**
  − **Expand invitations to college, career, and technical school speakers**
  − **Organize college and career fairs**
  − **Continue to support SkillsUSA leadership students and advisors for career development**
  − **Review effectiveness of current efforts and update/adjust/refine efforts to increase reach and support for students**

The College and Career Center (CCC) has significantly developed since the last WASC visit.   The CCC at Warren initiated an annual tradition of hosting a district wide college fair and a career fair each fall and spring semester.

Warren has a dual enrollment program with Cerritos College and Rio Hondo College (local community colleges that most students attend after graduating from Warren) which allows students to be enrolled in both Warren and Cerritos college classes. Students who are accepted into the program receive up to twenty-four college credits with twelve credits being UC/CSU transferable. In the last six years, over 300 students have received transferable college credit.

Warren continues to participate in SkillsUSA with students reaching the national competitions. However, the number of competing students have decreased due to changes in the regulations; student must now be enrolled in a CTE course to compete and this change has had an impact in the number of students participating. We continue to focus on students' developing their skills and encouraging them to participate.

AVID, special education students, and general education students participate in many college visits throughout the year. Students have access to *Naviance* and *Eureka* software to explore colleges, career options, job growth information, etc.

Every year, AVID juniors are given the opportunity to take a field trip throughout California to visit colleges. The number of students and chaperones grow every year. Two years ago, about 65 AVID juniors took the trip. Last year, nearly 100 juniors had signed up to attend; unfortunately, the pandemic prevented the trip from occurring. AVID sophomores complete a College Project and Presentation every year. AVID teachers invite other classes into the library to listen to the presentations about every college that was selected and researched by AVID students.

A special education teacher sets up community college field trips every year for students with IEPS to learn about the specific supports offered to meet their learner needs. These trips include visits to Cerritos College, Long Beach City College, and taking the train to L.A. Trade Tech in downtown Los Angeles.

Every year, anywhere between 10-15 classes of sophomores visit the library to utilize *Eureka.org*, a program to help connect students to information about jobs that relate to their interests and personalities, expected job growth, college and major opportunities, etc. While five years ago, Warren was acknowledged to have had the highest usage rate by the president of *Eureka*, the rate of use has decreased over the last few years, unfortunately. One reason the utilization of *Eureka* has decreased is due to the restructuring of the College and Career Center (CCC). The CCC was physically connected to the library and students had access to *Eureka* in the computer lab with the guidance of career counselors. Five years ago, the CCC was revamped with new goals, new staff, and a new location in the center of campus. While the use of *Eureka* continues in the new center, other goals caused the usage to decline.

The College and Career Center offers an internship development program for students called the *Downey MADE* program provided by DUSD. Launched in 2016, the *Downey MADE* program takes

students on an experiential journey of active career exploration. Within the program, students choose a career pathway linked to a sequence of classes. These classes are tied to specific industry sectors. Students participate in training and development sessions that prepare them to join the workforce as interns, from completing job applications through the interview process. Students are placed into internships during the summer between their junior and senior years. Following the summer internship, participating students participate in an internship fair in which they share their experience and growth with district and community members.

Explore expansion of AP offerings and enrollment while improving pass rates of the AP exams:
- **Update AP training for current teachers**
- **Train more teachers for AP**
- **Explore use of AP Potential to identify students for the AP program**
- **Expand the master schedule teacher assignments to foster collaboration**
- **Review effectiveness of current efforts and update/adjust/refine efforts to increase reach and support for students**

Warren's AP program has made many positive changes over the last several years. First, Warren has made a strong effort in identifying students who have the potential to be in an Advanced Placement class. All teachers understand that students who show AP potential can be recommended for a more rigorous course the next year. Often, for example, students who are doing well in Honors English 10, and doing well in World History, will be recommended to take Advanced Placement United States History their junior year. Another way to find potential AP students is through the results of the 9th and 10th grade PSAT (a schoolwide test for a few years now) and college board's AP Potential statistics. The college board sends names of all Warren students who have the potential to succeed in one or more AP classes based on their PSAT score, as well as the suggested class(es) they should attempt. WHS counselors reach out to encourage the challenge of more rigorous courses.

AP teachers attend professional development training and seminars put on by the College Board. While 29 teachers are currently teaching one or more AP classes, several have attended a refresher course in the last few years. The number of teachers who teach an AP course has increased. Twenty-five teachers taught sixteen different course offerings in 2015; in 2020-21, 29 teachers offer 22 AP classes.

One goal for the AP program over the last few years has been to build an AP Professional Learning Community. With 29 teachers, it has been a challenge to create collaboration time, especially since all teachers meet in their general content area PLCs every Monday morning. Two days a year have been dedicated to AP teachers coming together to lesson plan, collaborate, and discuss issues pertinent to the program. Common discussions in these meetings include conversations on program goals, how to better identify AP potential, intervention and differentiation strategies in AP courses, and grading practices. These meetings are facilitated by the AP Coordinator and the Assistant Principal who oversees AP. These meetings have been held annually since 2016 but the COVID19 school closure has paused the AP collaboration days. The AP Coordinator and Assistant Principal are working on a plan to continue AP collaboration within the 2020-21 school year during distance/hybrid learning.

Effectively utilize 11th grade EAP results for placement to support students in meeting college requirements for credit bearing coursework in English (ERWC).
- **Explore adding ELA "a-g" course options for seniors relevant to their career Pathways.**

Warren administrators and the English department have reviewed and discussed the current process of using EAP results to place students. Slight changes have been made over the last few years regarding how students are selected to take a 12th grade ERWC course. Since the change to the new graduation

requirements, there is a big push to get more 12th graders into an "a-g" English class during their senior year. Scores from EAP results are less relevant in placement, than a student's 11th grade English grade. Now the option to take ERWC is available to all incoming seniors.

Warren seniors also have several options for a 12th grade English course. Two "a-g" classes were added - Public Speaking and Mass Communications, and Folklore with Short Story Novel; very limited non- "a-g" classes are offered (mostly RSP/SDC ELA courses).

Continue Link Crew and mentoring program:
- **Explore the expansion of Link Crew to develop a mentoring program to support at-risk students in their sophomore and junior years**

Incoming freshmen at Warren are encouraged to get connected to the school through a variety of clubs, sports, and organizations. Link Crew is a peer mentorship program that helps link students to Warren High School. Primarily, Link Crew leaders focus on connecting ninth graders to the culture of Warren HS by helping them seize the opportunity to get involved in sports, clubs, CTE pathways, and more. Link Crew leaders also connect freshmen to the academic standards, by identifying struggling students, counseling them, and directing them to use tutoring resources.

Closing the achievement gap for incoming freshmen is a goal for Warren, and Link Crew is an integral part of that goal. Once per quarter, Link Crew leaders go into 9th grade English classrooms and provide lessons and activities that teach students skills they can use throughout their high school years. These skills include time management, teamwork, study skills, and more. Link Crew advisors request a list of 9th grade students who have at least one D or F in a class, and have Link Leaders meet face-to-face with these struggling students to help them plan a pathway to success. A version of this is also taking place during Distance Learning, as Link Crew leaders are scheduling times to visit 9th grade classes on zoom to host social activities, give advice, and answer questions. While face-to-face visits have been paused during Distance Learning, leaders are still encouraged to connect with their students via *Remind* and other school social media accounts. Link leaders are hoping to hold Zoom tutoring sessions with freshmen during second semester.
A few years ago, Link Crew considered expanding their services to at-risk sophomores and juniors. After deep discussions with leaders of the nationwide Link Crew Program, it was determined that the task was too daunting therefore, Link Crew will remain focused on 9th graders.

Increase parent involvement and communication:
- **Continue offering the Parent Partnership Academy**
- **Implement survey strategies**
- **Use social media to keep parents informed**
- **Maintain and update school website**
- **Continue to implement parent information programs, (i.e., Parent Connect, Blackboard) and increase the number of parents using Parent Connect**
- **Offer grade level meetings during registration**
- **Develop and send regular newsletters (LINK Crew)**

Warren offers numerous opportunities for parents and guardians to be involved. Teachers, administrators, and staff continuously seek approaches that invite communication with parents. Parent Partnership Academy (PPA) is an opportunity for parents to receive a more in-depth understanding of their child's educational options at Warren. The following topics are covered to inform parents of the educational process: graduation requirements, "a-g" requirements, college selection, career path opportunities, and a question and answer session with administration. The

counseling team has prepared grade level sessions to meet the needs of families. Sessions are available in both English and Spanish. The PPA carried-on virtually during Distance Learning.

Blackboard Connect, the internet based, automated phone system, allows WHS to send emails, text messages, or telephone calls home to families regarding schoolwide events. Messages are delivered in English and Spanish reminding families of upcoming events and/or adjustments to the schedule, and targeted notifications are pushed out to families when a student has been marked absent.

The WHS website is a primary source of schoolwide news, activities, calendars, and resources. The Warren site has evolved to a school-created Distance Learning site that provides all information needed to connect with WHS staff. The WHS home website will soon be transitioning to a new web platform that is more user friendly. The home site has not been updated since March 2020.

Parents can visit the College and Career Center's page on the traditional home site or the Distance Learning site to find information and resources for upcoming class-based foci, information regarding SAT/ACT tests, and parent presentation information regarding FAFSA and college preparation. In addition, the use of social media has increased to keep students and parents informed, with active Instagram (6,338 followers) and Twitter (2,293 followers) accounts.

ASB is actively involved in PTSA, which helps increase our parent involvement and communication. The ASB Director maintains an active role as the ASB representative on PTSA. The three ASB Community Relations Commissioners serve as the PTSA Reflections chairpersons. The two ASB Publicity Commissioners serve as the Historian chairpersons.

The Athletic Department has created a new athletics website and two new athletics social media pages to help keep parents informed of pertinent information as it relates to sports. These platforms are used to communicate organizational procedures, to update sports' schedules, and to celebrate student-athletes' and programs' accomplishments.

Surveys for parents and students have been attempted with various degrees of effectiveness and responses, including opportunities for parents to participate during Back to School Night and Open House. Warren's Testing and Data Coordinator over the last few years has tried to make a B2S Night and Open House survey fairly routine. QR codes for surveys created in Google Forms are posted in every classroom, and Link Crew/ASB leaders work to pass out programs with the survey links as well.

In 2018, a subcommittee of the Leadership Coalition was formed to help connect parents to the school. While the committee did meet a few times to brainstorm, the district's active focus on grading discussions put a hold on the Student/Parent conversations and the group merged with the Grading subcommittee.

Motivate students and parents through recognitions and celebrations:
- **Increase the use of social media to inform students about schoolwide activities and classroom information**
- **Explore student incentives for high achievement on ~~CAHSEE~~ and SBAC/EAP**
- **Expand *Character Counts!* recognitions**

Warren High School has taken its social media platform to communicate with students and parents to a whole new level over the last few years. The school uses social media to promote school events, achievements, announcements, special bell schedules, campus and community events, and more. Funds were set aside for a teacher to run the Warren Twitter (2,293 followers) and Instagram (6,338 followers) pages. All program leaders know to contact our social media specialist with any announcements or events to post. ASB has also helped expand our social media presence as it has its own Twitter and Instagram to keep students and parents informed. The Warren Athletic department, as well as most of the individual sports programs, also keep fans updated with information on different social media outlets. In 2018, the Athletic Department introduced a new Athletics website that helps celebrate programs' and student-athletes' accomplishments, such as Athletes of the Week, Athletes of the Year, TJ Peacock Award recipients, Naismith Courage Award recipients, and National Letter of

Intent signing days. ASB has also utilized the Remind App over the last few years. Students who sign up for the ASB Remind can get quick updates about campus events right to their phone.

Warren's Principal, Dr. White, actively maintains a professional Instagram account to personally communicate with the Bear community.

While *Character Counts!* has always been a staple of WHS, there has been a strong focus on recognizing positive behavior among our students. The number of teachers who nominate students for *Character Counts!* awards have increased 800% since 2015. During the 2019-20 school year, 2040 positive referrals were made and students were rewarded for their good character. In addition, Warren High has continued to grow its student of the month recognition program with over 200 students of the month recognized for their intangible contributions to the classroom, campus, and community.

While incentives were explored for students who performed well on the SBAC, the leadership team, at the time, thought that enough recognition was given to students through *Character Counts!* and 3.0 breakfasts. Logistically & financially, celebrating seniors who performed well on their previous year's state assessment seemed to overwhelm the limited resources. Overall, administration and leadership is satisfied with the amount of celebrations currently held at Warren High School.

Growth targets affiliated with critical learning need #2:

1. *Increase the percentage of students who complete the "a-g" requirements by an average of 5% every year over two years. (Re-evaluate and set new targets by the 3rd year)*
   - "a-g" rates and data trends have not been consistent, nor have we met our goal. With an initial goal of increasing "a-g" percentages by 5% each year, that would make the goal 75% of students meeting "a-g" requirements by 2020. The goal was re-evaluated, before the midterm visit because of the change in the district's updated graduation policy that is aligned to "a-g" requirements.
   - In general, Warren's PLCs have identified essential standards, aligned assessments to CCSS, uses rubrics on a limited basis, holds grading discussions, analyzes student work, shares best first-best-instructional practices, and more. In addition, the APEX credit recovery program and grade improvement options have expanded. Yet still, WHS' schoolwide "a-g" completion rates are challenged.
   - There are signs of improvement, however. Both EL students and students with special needs "a-g" completion percentages are trending upwards. Our rates of special populations passing "a-g" and 9th graders passing at least 3 "a-g" classes in their first year are increasing.
   - Graduates meeting "a-g" criteria has risen from 45.2% in 2016 to 54.3% in 2020.
   - *Target: NOT ACCOMPLISHED*

2. *Increase the percent of students identified "college ready" by the Early Assessment Program (EAP) by an average of 3% each year in both ELA and math.*
   - Math and English have worked towards this goal, however the results are not a byproduct of the efforts.
     - Math: many students who took the 11th grade state assessment were not in the 11th grade math class (either because they failed 9th or 10th grade math, or because they weren't required to take a math class at that time)
     - English: data was trending up for the first few years, however the last couple of years has seen the data slightly drop.
   - ELA EAP decreased from 28% in 2016 to an increase to 31% in 2017 and a decrease

to 21% in 2019.
- Math EAP has not changed from 8% in 2016.
- Essential standards will be revisited to include the EAP framework in ELA and Math.
- *Target: NOT ACCOMPLISHED*

3. *Increase the amount of Distinguished Graduates to 40% of the graduating class over six years:*
   - *In 2016, 144 students were Distinguished Graduates. In 2020, 205 were Distinguished Graduates. Although that number went up every year, only 24% of graduates in 2020 received Distinguished Graduate honors.*
   - *The 40% number was a target based on the upward trend Warren was expected to have in increasing "a-g" rates. Since the "a-g" rate hasn't increased as expected it directly impacted the Distinguished Graduate rate.*
   - *Graduates are falling short of meeting the Distinguished Graduate requirements in the following categories: GPA, service hours, and attendance.*
   - *The Distinguished Graduate rate has increased from 17% in 2016 to 24% in 2020.*
   - *Target: NOT ACCOMPLISHED*

4. *Increase the percentage of students who pass AP exams to more than 50% of exams administered, while maintaining or increasing the number of exams administered*
   - Warren met the goal of "more than 50%" passed 59% to 65%
   - Declining enrollment & COVID closure may have directly impacted the number of exams administered: 1234 exams in 2016 to 1075 in 2020
   - *Target: Partially ACCOMPLISHED*

5. *Increase enrollment in CTE by 1% each year*
   - CTE enrollment has increased from 603 students in 2015 to 1,160 students in 2020.
   - The number of CTE students significantly increased every year except for in 2019. That year, counselors were more focused on getting students to complete much needed "a-g" courses before joining CTE classes.
   - Overall, CTE enrollment has nearly doubled.
   - *Target: ACCOMPLISHED*

6. *Double and maintain participation in SkillsUSA over six years*
   - 2015: 150 students   2020: 119 students
     - In 2016, Warren had over 240 participants in the program, getting us close to our "double" goal. However, changes to the SkillsUSA program requirements forced a drop in enrollment for the next and following school years. The SkillsUSA change was that all competitors had to be enrolled in a CTE course, so many of Warren's SkillsUSA participants were deemed ineligible. Since then, only CTE students can join SkillsUSA competitions.
   - *Target: NOT ACCOMPLISHED*

7. *Increase the number of students achieving certification in identified career paths*
   - 2015: 97 students achieved certification
   - 2016: 174
   - 2017: 234
   - 2018: 232 (Engineering, which did not have certification options until 2020, took students away from other CTE fields)
   - 2019: 225
   - 2020: 250 (another 19 students were on track but did not complete certification due

one Construction Technology course cancellation due to Covid-related closures.
- *Target: ACCOMPLISHED*

8. *Increase the percentage of students meeting college-readiness on the SAT tests by scoring a minimum of 500 in Reading to 50% over six years, 550 in math to 40%, and 560 in writing to 25% over six years*
    - This target has changed for two reasons:
        - 1. The college-readiness criteria reporting has changed; we now focus on the rate students "met both"; no longer a number score in each category.
        - 2. Since this target was set, Warren has begun giving the PSAT and SAT test schoolwide. "Readiness" percentages have dropped because all students are now taking the PSAT/SAT; many of whom would traditionally not sign-up.
    - Warren has been giving schoolwide PSAT (9th and 10th graders) and SAT (11th graders) tests since 2017. Over 800 juniors take the SAT during the school day every year. The following data accounts for the SAT scores of ALL 11th graders. If a student retakes the SAT, or takes the SAT outside of the school, that result is not included in our data.
    - Results since spring 2017:
        - 2017: 20% of students met both the ERW and Math goal
        - 2018: 22% met both
        - 2019: 20% met both
    - Student performance on the SAT has plateaued.
    - *Target: NOT ACCOMPLISHED*

Progress on the critical areas recommended by the visiting committee (2015) for follow-up not in the current schoolwide action plan/SPSA.

Continue the collaborative PLC process which includes cross-curricular collaboration within PLCs both within and between departments

Cross-curricular PLC interactions are informal. Warren has yet to establish a formal routine of PLCs meeting with others outside their content area. However, if a PLC requested this, the request has been granted.

In 2018-19, administrators planned on reserving two Mondays a year for PLCs to formally cross-collaborate. While they were initially scheduled, many PLCs requested to delay the cross-collaboration because of too much work that had to be done within their own PLCs, so the days were canceled. For instance, Math PLCs were working hard on common assessments after implementation of the new integrated math structure, Science PLCs were working hard converting to the Next Generation Science Standards, and the English 9 PLC was working with district technology coaches as a 21st Century PLC pilot. There were many math and science district-facilitated meetings with all high schools and feeder middle schools, but unfortunately, that was the extent of formal cross-collaboration. Warren will encourage cross-curricular planning by creating time for cross-collaboration into the schedule. There was, however, significant vertical alignment made while identifying essential standards in ELA and Math. The ELA department updated their essential standards and tightened their vertical alignment during the 2019-20 school year.

Math PLCs were on the verge of selecting essential standards and strengthening their vertical alignment when the COVID closure occurred. This task will be continued once we return to campus full time.

"GOOD TEAMS
BECOME GREAT ONES
WHEN THE MEMBERS
TRUST EACH OTHER
ENOUGH TO SURRENDER
THE Me FOR THE We"
- Phil Jackson
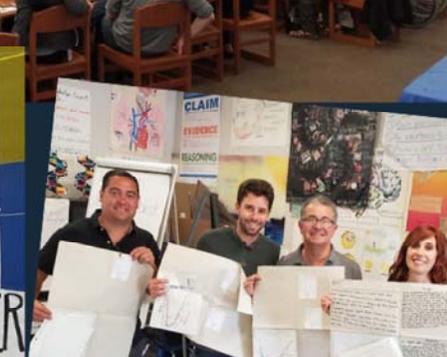
Chapter II: Student/Community Profile and Supporting Data and Findings

The Community of Downey

Warren High School is located in the city of Downey and draws the vast majority of students from Downey - with other students coming from South Gate, Lynwood, Bell Gardens, Compton, Paramount, and other surrounding cities and school districts. While Downey is somewhat of an island, with two rivers and four freeways that nearly define the city boundaries, Downey retains higher home values and schools with better test scores than its surrounding communities.

Downey originated as a pair of small settlements that incorporated in 1879, taking the city's name from former California governor John Downey, a major landowner and developer in the area. The city grew at a slow rate until World War II prompted the development of the aviation industry. The city of Downey played a major part in the developing aviation industry and continued that role as aviation gave way to the aerospace industry. Today, Downey prides itself as the birthplace of the lunar lander and the space shuttle.

According to the United States Census Bureau, 2019 data shows that Downey is home to more than 111,000 people: 73.9% Hispanic, 14.4% white, 3.2% African American, and 7.4% Asian. The median age is 35.6 with 24.1% of the population under the age of 18. Housing patterns indicate that 50.6% of the homes are owner-occupied. Furthermore, 91.0% of the residents have lived in their current residence for one or more years.

City of Downey Demographics

	African American	Asian	Hispanic	White	Other
2016	3.9	7.0	70.7	17.7	2.0
2019	3.2	7.4	73.9	14.4	2.0
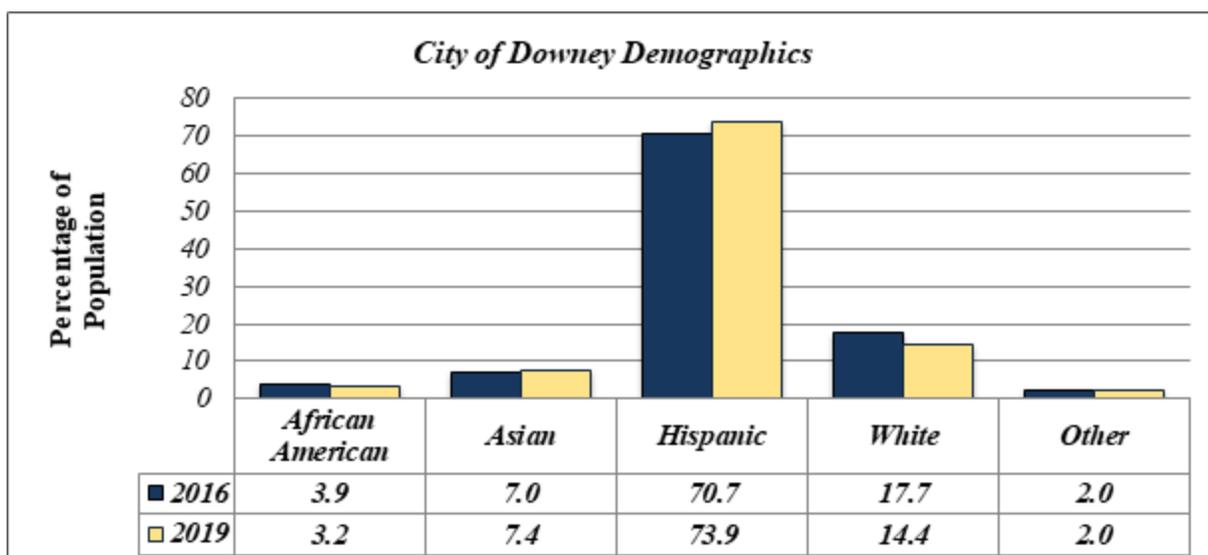
The median household income in Downey is $71,948, while 9.9% of the people live below the poverty line. The median home price in Downey in 2018 was $525,500. Downey is an economically divided community with North Downey being more affluent than other areas of the city.

Downey Unified School District

The Downey Unified School District (DUSD) serves approximately 22,000 students educated by three high schools, four middle schools, and thirteen elementary schools. In the summer of 2014 when current superintendent, Dr. John Garcia, began his tenure, the mission and vision statements were revised to better fit the goals and demographics of the schools and community.

Vision
All students graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character.

Mission
Developing all students to be self-motivated and productive, responsible and compassionate members of an ever-changing global society.

Warren High School

Warren High School is one of two comprehensive high schools in DUSD. Physically, Warren's campus is hardly recognizable from its original design in 1956. Warren is continually improving the campus to accommodate its approximate 3,500 students enrolled each year. Campus modernization specifics are mentioned in the _significant developments_ portion of chapter one.

Staff

Our staff has built a community and opportunities to socialize. Prior to Distance Learning, Administration hosted monthly _CommuniTea and Coffee_ sessions before first period began. Our Friendsgiving 2019 brought together many staff members during the Thanksgiving holiday. During Summer 2020, the staff cafeteria's patio was remodeled to continue to encourage staff gatherings.

On average, since 2017, our teachers report 1.1 absence a school year. This school year, during our first semester in Distance Learning, our teachers have averaged .44 of an absence.

Staff Data Fall 2020			
Total Teachers	140	PPS Credentialed Counselors	9
Male	71	Classified Staff Members	85
Female	69	Paraprofessionals	46
# of National Board-Certified Teachers	0	Office/Clerical	16
Teaching outside subject are of competence	0	other	22.5
Teachers with emergency credentials	0	Academic Counselors	9
# with Advanced Degrees	33	Library Media Specialist	1
Average years of Teaching	17	Psychologist	2.5
Average Years in District	17	School-based Therapist	1
# of 1st year teachers in Induction Program	4	Nurse	1
# in Intern Program	4	Speech/Language/Hearing Specialist	1.5
		Per Pupil Ratio	23

Teachers by Ethnicity	Totals
African American	2
American Indian or Alaska Native	0
Asian	1
Filipino	2
Hispanic or Latinx	40
Native Hawaiian or Pacific Islander	13
White	81

Student Enrollment

After decades of increasing enrollment, the Downey Unified School District has finally had declining enrollment over the last few years. From 2009 to 2015, enrollment went from 3,666 students to 3,833 students. Since then, enrollment has dropped to its lowest number in over a decade with 3,469 students in 2020-2021. Projections have always shown a possible decline of enrollment, however Warren has always attracted students from surrounding districts who desire to attend on inter-district permits.
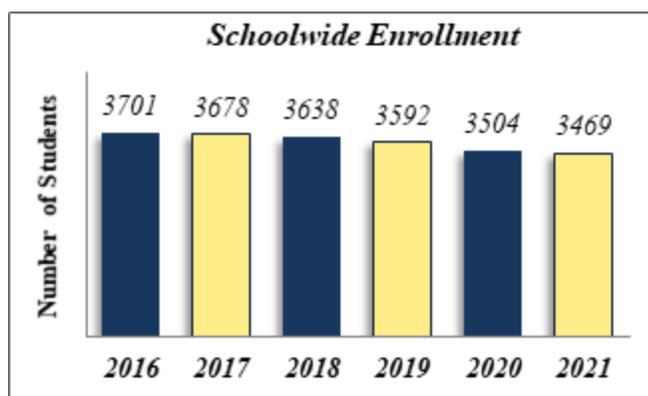
Warren High School's inter-district student population remains between 10% -15% every year; currently 505 students are enrolled on permit status. All permits are considered on an individual basis; the welfare of the student is the controlling factor determining acceptance. Permits are reviewed at the end of each semester and as necessary. Permits may be cancelled because of the following reasons: excessive tardiness or absences, behavioral issues, unsatisfactory effort to maintain a 2.5 GPA with no Ds or Fs, and other conditions which render continuants inadvisable.

Demographics

The demographics of Warren has remained consistent since the last visit. In 2016, 88.9% of the student body was Hispanic; in 2020, 89.1% of students are Hispanic. Whites have declined from 5.3% in 2016 to 4.3% in 2020. All other ethnic groups have remained stable as a percentage of the total student body over the last six years.

Student Population by Ethnicity
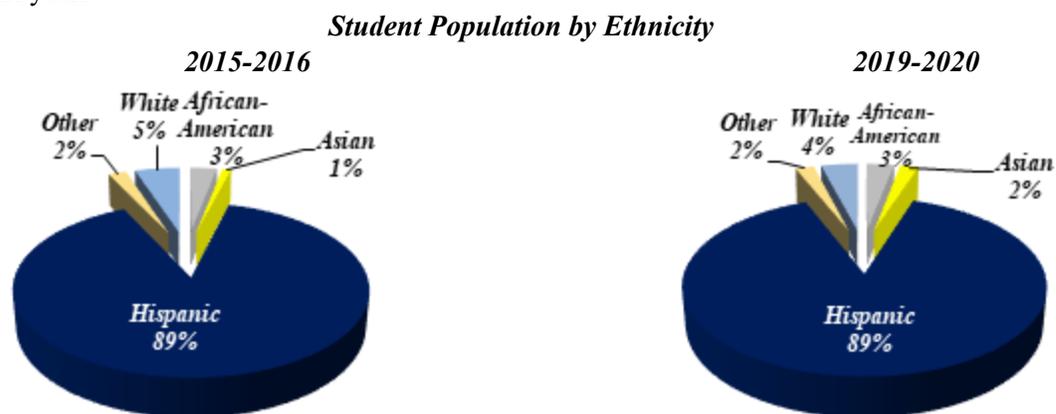
Subgroups

English Language Learners

Warren's English Learner (EL) population has slightly increased, fluctuating between 7.8% and 9.4% of the student population. In 2019-20, 96% of EL students were from Spanish-speaking homes. Just over 43% of the total student body in 2019-20 was designated fluent English proficient (FEP), and 9.4% of the EL students were reclassified as fluent English Proficient (R-FEP). The number of R-FEP has fluctuated,

with 55 students being an anomaly in 2016, and 37 in 2020. Additionally, of the 305 EL students in 2020-2021, 123 identified as students with special needs. These students receive both EL and special education services.

	2016	2017	2018	2019	2020
EL students (number and percent of total student body)	289 7.8%	299 8.1%	297 8.1%	335 9.3%	330 9.4%
FEP students (as percent of total student body)	**43.2%**	**42.8%**	**37.8%**	**34.9%**	**43.1%**
R-FEP (number and percent of prior year's EL students re-designated as R-FEP)	55 18.5%	26 9%	31 10.4%	29 9.8%	37 11%

Special Education Students
The amount of students with special learning needs varied between 8% and 10% of the total student population in the early 2010s. Since 2016, however, the number of students receiving support from special education has been trending up. In the 2019-20 school year, there were 448 students receiving special education support which was 12.8% of the student population. Currently, Warren serves 204 students in SDC and 186 RSP students who are working towards a high school diploma plus 54 students in the moderate-severe program who are working to earn a certificate of completion. Currently at Warren, a Moderate Academic Skills class serves 22 students, a Basic Skills class serves 11 students, and 3 Social Behavior Communication classes for students with significant needs in the areas of behavior and communication that serves 22 students for the district.

Special Education School Wide Population
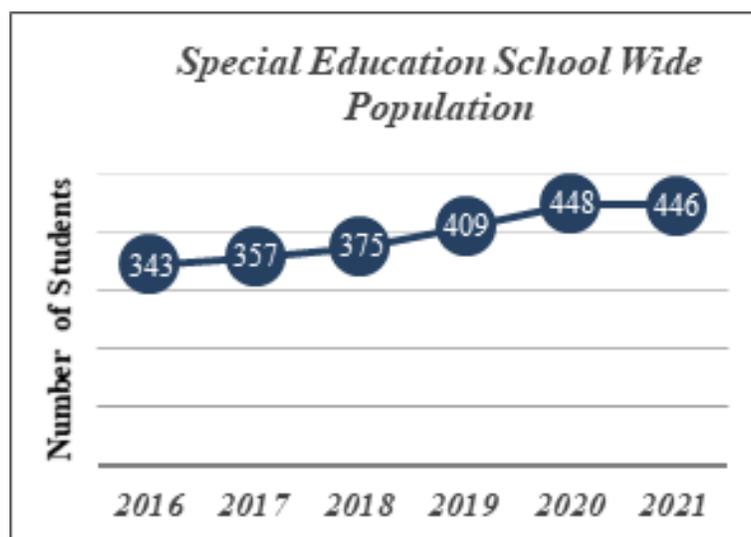
Socioeconomically Disadvantaged
Warren's socioeconomically disadvantaged has remained steady as well. In 2016, 67% of students were on Free/Reduced lunch and only 70% by 2020. This 3% jump is nothing compared to the 11% jump Warren had between 2009 (57%) and 2015 (66%). The early 2010s increase happened because of an expanded effort to identify students who would benefit from the fee waivers offered for socioeconomically disadvantaged; including AP exam fees, college application fees, and SAT fees. Warren is still committed to helping identify students who qualify for the Free/Reduced lunch program.
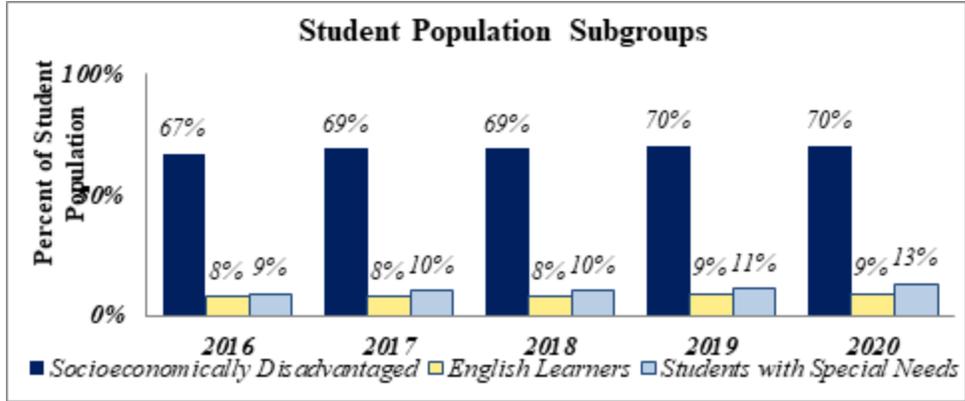
Foster Youth & McKinney-Vento

Warren High School currently has one program specialist assigned by the District who supports and manages cases for families who have a foster youth or report homelessness. The program administrator is the contact person for the family, provides resources, and supports the student(s) involved.

Foster Youth & McKinney - Vento		
Year	Foster Youth	McKinney-Vento
15-16	34	50
16-17	27	40
17-18	32	42
18-19	27	32
19-20	15	17

Free & Reduced Lunch

Overall, our community has maintained a steady rate of families who are eligible for free & reduced lunch, averaging in the mid 60%. Comparable to our District's and County's averages but above the state average.

Year	Free & Reduced Price Meals
15-16	2,374 (64.1%)
16-17	2,440 (66.3%)
17-18	2,413 (66.3%)
18-19	2,411 (67.1%)
19-20	**2,344 (66.9%)**
19-20 DUSD	15,088 (68.3%)
19-20 County	989,954 (68.9%)
19-20 State	3,654,943 (59.3%)

WASC Accreditation History

In 2009, Warren received a three year accreditation for their self-study. Staff and administration felt there were some procedural problems during the visit, and an appeal was filed immediately thereafter. After a revisit, Warren was granted a six year accreditation with a midterm visit.

In 2015, Warren High School participated in the Focus on Learning process. As a result of that self-study and visitation, Warren received a six-year accreditation with no midterm visit. For the Critical Learning Needs, Areas of Growth, and Critical Areas of Followup, please see chapter one.

Vision, Mission, and Schoolwide Learner Outcomes

The Downey Unified School District (DUSD) unveiled a new vision, mission, and values in the summer of 2014; asking each school in the district to follow suit and align all statements to those of the district. Warren's current vision and mission were constructed through the analysis of student demographics, college and university readiness requirements ("a-g"), Common Core State Standards, and the district's mission and vision statements. They were created, edited, and modified with input by teachers, staff, administration, parents, and students in 2015.

As part of the self-study process, Warren High was gearing up to analyze our data at the time and COVID closed us down. With all the changes happening and heavy preparation for the new school year in Distance Learning, Warren did not revisit the vision, mission and schoolwide learner outcomes.

Warren High School

Vision

Warren High School students embody academic and moral character, are educationally empowered, and prepared to contribute to the global community.

Mission

Warren High School prepares students to be college and career ready by promoting critical thinking, communication, collaboration, creativity, character, and physical well-being.

Schoolwide Learner Outcomes

> **B** e a Critical Thinker
> **E** ffective Communicator
> **A** cademically Empowered
> **R** eady for College and Career
> **S** tudents of Character

School Programs

Academic Programs

As a comprehensive high school, Warren offers a full range of courses serving the college-and-career bound student. Over 95% of the classes offered at Warren meet UC/CSU "a-g" requirements. Twenty-two advanced placement (AP) courses are offered in the areas of English, math, science, social science, world language, and art. Also, AP Seminar was added in 2018 and AP Research was added in 2020. The Advancement Via Individual Determination (AVID) program has grown from two classes per grade level (2015) to four classes each grade level currently. The Career Technical Education (CTE) programs provide eight fully developed career pathways, with a possibility of more on the way. Warren also supports at-risk/at-promise students in the 9th and 10th grade with the Language Arts Intervention Program. Under-performing 9th grade students enroll in a double block of language arts with an adopted state-approved replacement curriculum, "Edge." Students are supported in smaller classes to ensure they are on track for graduation.

Professional Learning Communities

Warren PLCs have been meeting for one hour every Monday for over 13 years now. Teachers meet in content specific groups to discuss curriculum, collaborate, analyze data and student work, develop pacing guides and common assessments, share lessons and First Best Instruction, and create intervention opportunities for students. All PLCs have been trained in the "Five Step Process," and many have received additional professional development once common core was to be implemented. Recently, however, PLCs have expressed more of an interest in taking "PLC Days," or days for teachers to meet and collaborate within the school day. PLC time is valued, and an administrator is assigned to support and assist each PLC by providing insight and resources as needed.

Here is a 2020 PLC survey administered during the self-study:

PLC Survey Topics	% PLCs
Have at least somewhat identified key/power standards	92.6%
Are at least somewhat (within 2-4 weeks) on pace with pacing guide	96.4%
Most instruction is aligned to Common Core	100%
Has developed at least 4 annual common assessments	81.5%
Have at least some knowledge of how to generate an assessment data report from *Illuminate*	100%

The district values the work PLCs are doing. A stipend was negotiated for the 2014-15 school year for all core PLC leaders. PLC leaders work hard to plan meetings, identify professional development needs, meet with other PLC leaders, and keep administration and the department chairs up-to-date on everything happening within their PLC group.

Advancement Via Individual Determination (AVID)
Warren High School's AVID program has been running strong since the 2000-2001 school year. The program started with one 9th grade class and has since grown to include four classes at each grade level to prepare students for success in college. Warren's AVID program success continues because of constant collaboration; the Elective team consists of 13 teachers who meet quarterly as a supplemental PLC to work on program improvements, data, and fiscal analysis.
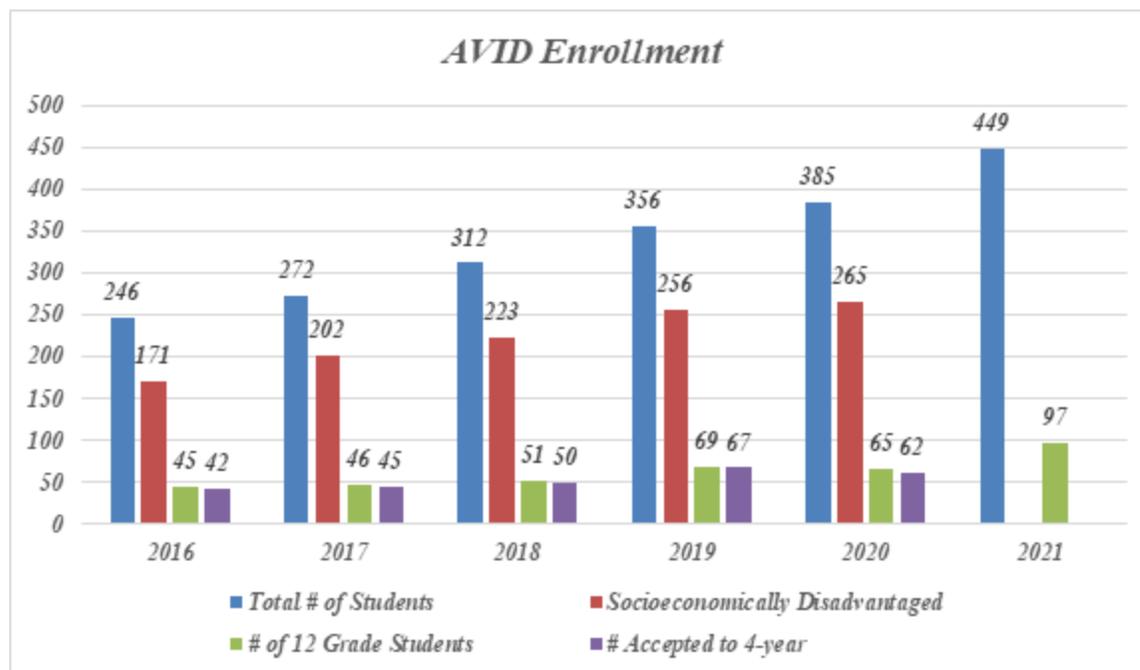
AVID's primary goal is to advance underserved student populations. Students who fall into the following categories are eligible for the AVID program; average to high test scores, 2.0-3.5 GPA, college potential, and have desire and determination. AVID students show great success to schoolwide comparisons. While only 52.4% of all graduating seniors met "a-g" requirements in 2019, 99% of AVID students met all requirements; 95% of were accepted to a 4-year college. As AVID students are supported in their preparation for college, the number of AVID students in AP classes has risen over the years. In 2018-19, 40% of AVID students attempted at least one Honors or AP course.

CTE Programs
Eight years ago, Warren sought to develop and implement a series of career pathways through our Career Technical Education (CTE) program. There are now nine fully developed and implemented career pathways. These programs contextualize the core for students through project-based learning. All CTE programs offer a variety of opportunities for students to interact with professionals in their given field of expertise: these may include regional, state, and national competitions provided through SkillsUSA, district sponsored MADE paid work experience in the summer, field trips to professional locations, and in-class visits from professionals.

Film and Television: In a state-of-the-art television studio, students are working to receive certification in television production and video editing. Film & Television is once again a model program for California.

Culinary Arts: The Culinary Arts pathway teaches students cooking and nutrition techniques, all while working in a state-of-the-art industrial kitchen. The program also has a food truck that helps provide meals for many city-wide and district-wide events.

Animation: Animation prepares students for careers in the field of animation through a career pathway that enables participants to prepare for entry into college, animation school, or transition directly to the studio.

Construction Technology: Construction Technology trains students for entry-level positions in the building construction industry. Students receive core instruction in building construction basics and can then select a specialty such as: Electrician (apprentice), Painter, Dry-wall Applicator, Concrete Mason, Carpenter, Bricklayer, Tile Setter, Plumber (apprentice), Insulation Worker, Glazier, Roofer (apprentice), Rough Framing, CNC (computer numerical control), AutoCAD and Floor Finishing.

Computer Science: The Computer Science Pathway is designed to introduce students to a breadth of computer science languages and technologies. Throughout the extent of the program, students are introduced into CS languages including Java, Python, C++, Scratch, and MIT App inventor and use technologies such as laptops, robotics, and tablets to prepare for a variety of careers in Computer Science and Technology.

Engineering: The Engineering Pathway prepares students for a career in engineering, design, and architecture through a rigorous 4-years of coursework where students use industry-level software and equipment while earning certifications that align with industry standards.

Biomedical Sciences: Biomed students learn about, and take on the role of, various medical professionals that need to diagnose the medical issue, investigate the cause of the issue, treat the patient, and follow up with them as they recover or continue to live with their ailment. Students also participate in many investigative labs where they develop their laboratory skills by using a variety of scientific equipment.

Makeup Artistry: While the Makeup Artistry program is currently conducted on the Columbus High School campus, some Warren students do attend. This program, built and led by a professional movie makeup artist, guides students through the process of all-things movie makeup: such as monster/blood special effect makeup, set etiquette, forensics, etc.

Photography: The Photography department provides instruction at the introductory, intermediate, and advanced levels with training in both digital and traditional photographic techniques.

See CTE Enrollment & Completion table on next page.

CTE Enrollment & Completion						
Enrollment	**2018-2019**		**2019-2020**		**2020-2021**	
	Enrollment	**Pathway Completion**	**Enrollment**	**Pathway Completion**	**Enrollment**	**Pathway Completion**
WHS CTE Total # of students	963	68	1160	69	1441	n/a
Animation	98	12	127	16	131	n/a
Construction Technology	80	11	123	9	177	n/a
Culinary Arts	142	1	181	4	202	n/a
Film & TV	131	9	149	16	179	n/a
Engineering	142	17	144	12	209	n/a
Computer Science	50	7	56	0	521	n/a
Biomedical	280	11	297	12	286	n/a
Photography	170	N/A	166	N/A	165	n/a
Makeup Artistry	39	N/A	38	N/A	40	n/a

Skills USA

Students who participate in CTE are encouraged to compete in SkillsUSA, an organization that supports career technical education through local, regional, and national competition. This allows our students to apply their learned skills and develop a sense of pride, community, and ownership. In 2020, Warren had over 100 participants compete in 28 different competitions (16 gold, 10 silver, and 20 bronze medals).

English Language Development (ELD)

The needs of our English Language Learner students are met within the following program options: Structured English Immersion, Language Arts Intervention programs, and Mainstream courses. English Language Development is a separate subject that is not grade level specific, but rather based on their language fluency. The program is dedicated to assist students in building their English language skills by utilizing age appropriate and high interest materials. The objective of the program is for students to successfully transition into the mainstream, AVID, Honors, and Advanced Placement programs and to reduce the number of students who have been in the program for five years or more. Special attention is given to differentiating program placement for students with "New-Comer" status and "Long Term English Learners." The goal of this differentiated placement is to give all students the best opportunity to meet the "a-g" requirements.

Special Education

The special education department includes Special Day Classes (SDC), the Resource Specialist Program (RSP) to serve students with mild/moderate learning disabilities working to earn a high school diploma; a moderate class that serves students who are working towards a certificate of completion but are high social and mainstreamed into diploma-based classes; a Basic Skills class for students with moderate/severe needs; and 3 Social Behavior and Communication (SBC) classes that support students with a significant communication and behavior needs from within the district. .

Mild/moderate Special Education teachers participate in their core- content departments; participating in curriculum and instruction discussions as members of PLCs. This provides students with special needs to access the same curriculum and common assessments as their general education counterparts. In addition, and in response to the updated graduation requirements, Warren has implemented a co-teaching model to help develop an inclusive schoolwide culture that raises expectations and facilitates learning in rigorous "a-g" level courses. Each co-taught course includes a paired special education teacher and a general education teacher who are both trained in research-based co-teaching approaches and instructional strategies. In 2018, co-teaching courses were offered in 9th grade English, 9th grade Biology, and Integrated Math I (mainly 9th grade). The following year, a second cohort was added that included 10th grade core classes: including English 10, Chemistry, and Integrated Math II. A third cohort was added for the 2020-2021 school year that meets the needs of 11th grade students in an Integrated Math III. As the inclusion program continues to evolve, additional co-teaching will include social science courses.

In terms of data, our special education population continues to underperform. The "a-g" Committee has participated in a larger district-level committee to initiate K-12 inlcusive practices that will increase the level of inclusion from early on and increase students' level of readiness by the time they reach high school. The updated graduation requirements highlighted the need to promote inclusivity district-wide. Since the Spring of 2018, Warren High School has influenced teacher preparation, educating families of the opportunities provided by meeting the "a-g" criteria, and has implemented a system to waive the updated graduation requirements for a few years for students who demonstrate significant academic challenges, but have made the effort to complete a 3rd year of math and/or 2nd year of a language other than English (LOTE).

Students in the moderate self-contained classroom are working to earn a certificate of completion. The majority of students in this group return to the self-contained class for some of their core content: ELA, Reading, Math and take PE (unless FAPE states otherwise) and electives with their general education peers. To be as inclusive as possible for all, students in this group are included in diploma-based courses (SDC or RSP) to promote exposure to rigor in preferred content areas, to develop their social skills, and keep them with their grade-level peers. Warren makes the effort to give this group the traditional period-by-period experience as much as possible.

Students in Basic Skills and SBC classes participate in self-contained settings that provide many opportunities to participate activities with their gen ed peers via clubs, sports, and schoolwide events.

Student Performance

Student performance is measured and evaluated from state and national exams (EAP, AP, and SAT), as well as common assessments. Multiple measures are used to evaluate student performance and achievement, and each is collected, disaggregated, and disseminated schoolwide. Teachers also review common assessment results and other indicators of performance and achievement (i.e. attendance, student work, etc.).

California Dashboard

2019 CA Dashboard Status				
	Rate	**Difference from 2018**	**WHS Status**	**CA Average**
ELA	4.5 above standard	declined 15.4 points		
Math	74.4 below	maintained 1.4 points		
College/Career	46.3 prepared	declined 4.8 points		
Graduation	98% graduated	increased 1%		
Suspensions	5.6% suspended	increased 1.2%		
EL Progress	37.7% making progress			48.30%

Key:

Lowest				Highest

CA Dashboard History for Warren High School				
	2017	**2018**	**2019**	**2019 CA Average**
ELA	43.2 ABOVE standard	19.9 ABOVE standard	4.5 ABOVE standard	2.5 BELOW standard
Math	59.6 BELOW standard	75.8 BELOW standard	74.4 BELOW standard	33.5 BELOW standard
College/Career	42.4% prepared	51.1% prepared	46.3% prepared	44.1% prepared
Graduation	96.5% graduated	97% graduated	98% graduated	85.9 % graduated
Suspensions	4% suspended	4.5% suspended	5.6% suspended	3.4% suspended
EL Progress	90.7% making progress	67.1% mod-well dev	37.7% making progress	48.3% making progress
Note: The College/Career Readiness is determined by the number of students who are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses earned. **The EL progress measurement tools have changed and data is not comparable between 2017, 2018 and 2019.**				

Warren High School's CA Dashboard indicators demonstrate that our learner outcomes have declined in all areas except for graduation, which increased by 1%. In the areas of ELA, College/Careers and Graduation, Warren High continues to be above standard/average. WHS intends to make learning achievable for all students and maintain the integrity of a high school diploma. We continue to explore approaches that better serve our students in the areas of ELA & Math, schoolwide culture (as demonstrated by the suspension rate), and take into consideration, our special populations' progress, without losing sight of the previously mentioned areas to continue to strengthen and prevent additional decline.

Although Warren has made adjustments to learning and support programs to improve in all these areas, our scores demonstrate that it has not been enough and we are now aggressively addressing our learner needs by upholding high learner expectations and improving our instructional programs to be rigorous, yet inclusive, of all students. We have been exploring various formats for providing tutoring and credit repair options, and providing additional opportunities to meet the new rigorous graduation requirements approved by the DUSD Board of Education.

CAASPP (Smarter Balanced Assessment)

In analyzing the CAASPP (Smarter Balanced Assessment) results for all 11th grade students, our scores have steadily declined in ELA's *Met/Exceeded* category and have maintained in the area of Math's *Met/Exceeded* category. Unfortunately, we have increased in the area of *Not Met* in both ELA and Math.

CAASPP All Students							
	ELA				Math		
	Met/ Exceeded	Nearly Met	Not met		Met/ Exceeded	Nearly Met	Not met
15-16	70	19	10		30	34	35
16-17	70.44	19	10.57		28.68	29.1	42.22
17-18	61.9	22.84	15.26		26.11	27.68	46.21
18-19	**57.27**	**28.95**	**13.78**		**28.69**	**28.68**	**41.64**
DUSD	58.33	28.22	13.45		28.35	29.21	42.44
State	61.57	21.1	17.33		35.04	23.67	41.29

When we compare our students' performance by gender, females and males are stronger in the content area of ELA than Math but scored below the District and state averages. Warren High females scored higher in ELA than Warren High males. Warren High's males scored higher than their same-gender peers as demonstrated in the District and state averages in ELA but fell significantly lower than the District and state averages in the area of math.

2018-19 CAASPP							
Female Students							
	ELA				Math		
	Met/ Exceeded	Nearly Met	Not met		Met/ Exceeded	Nearly Met	Not met
WHS	**55.78**	**27.44**	**16.78**		**25.56**	**28.73**	**45.7**
DUSD	58.23	23.6	18.17		40.85	28.92	26.71
State	56.17	22.11	21.72		39.44	30.23	33.85

2018-19 CAASPP							
Male Students							
	ELA				Math		
	Met/ Exceeded	Nearly Met	Not met		Met/ Exceeded	Nearly Met	Not met
WHS	**49.65**	**28.57**	**21.78**		**28.84**	**23.72**	**47.44**
DUSD	47.82	24.17	28.01		41.32	26.2	32.48
State	46.24	22.44	31.32		40	32.48	35.83

Early Assessment Program (EAP)

ELA: While overall numbers of 11th graders identified as *college ready* had been steady for over a decade, ranging between 20-28%, it has dropped recently. The percentage of students identified as *not ready* has increased from 29% in 2016 to 47% in 2019. This is an area we will continue to analyze and discuss in our PLCs and with the LC to identify measures that improve student performance outcomes for college readiness (See Chapter 1 and "growth targets" for additional information regarding steps to improve schoolwide results).

EAP English Language Arts									
2016		*2017*		*2018*		*2019*		*2020*	
%	Status	%	Status	%	Status	%	Status	%	Status
29%	Not Ready	29%	Not Ready	38%	Not Ready	47%	Not Ready	N/A	Not Ready
28%	Ready	31%	Ready	24%	Ready	21%	Ready	N/A	Ready
42%	Cond.	39%	Cond.	38%	Cond.	32%	Cond.	N/A	Cond.
Total: 886		*935*		*833*		*864*		N/A	

Math: The EAP results show a steadiness in the single digits with significant room for growth. Math results demonstrate a slight increase in the percentage of students identified as *not ready* from 2016 to 2019 with steady results in the last two years of data. PLC and the LC will continue to analyze this data to determine our next steps to improving learner outcomes for college readiness (See Chapter 1 and "growth targets" for additional information regarding steps to improve schoolwide results).

EAP Math									
2016		*2017*		*2018*		*2019*		*2020*	
%	Status	%	Status	%	Status	%	Status	%	Status
69%	Not Ready	71%	Not Ready	74%	Not Ready	73%	Not Ready	N/A	Not Ready
8%	Ready	9%	Ready	7%	Ready	8%	Ready	N/A	Ready
22%	Cond.	19%	Cond.	19%	Cond.	19%	Cond.	N/A	Cond.
Total: 886		*935*		*833*		*864*		N/A	

Scholastic Aptitude Test PSAT/SAT

The first year that DUSD provided PSAT and SAT exams as a schoolwide measure of growth was 2016-17. Since then, this has become an additional tool to measure student progress. Students in grades 9 and 10 who met both areas of the PSAT are considered on track for college readiness by the time they take the SAT in grade 11. Only since the spring of 2019 have the score percentages for those *who met none*, *met ERW*, and *met math* been provided.

The 10th grade percentage of scores in the **met both** category had a steady increase between spring 2017 and 2019 but followed with a significant decrease the following year, 2019. We fall slightly below district overall scores and lower than the state average.

In the areas of those who **met none**, we had an increase of 4 percentage points; fall just below DUSD's overall percentage and above the state's average. The percentage of those who **met ERW** dropped and we had a significant drop in the area of those who **met math**. We fall below DUSD's and the state's averages in both areas.

10th Grade PSAT Scores					
	# of Students	% who Met Both	% who Met None	% who Met ERW	% who Met Math
16-17	846	24			
17-18	875	28			
18-19	883	29	41	58	31
19-20	814	22	45	54	23
19-20 DUSD	1813	24	44	54	26
19-20 State	17,915	29	41	57	31

Eleventh grade students who **met both** portions of the SAT are identified as *college ready*. The SAT data for spring 2017 was not available. Our 11th grade percentage of scores in the **met both** category has remained steady between spring 2018 and 2020. We are at par with DUSD and state averages in the area of "**met both**."

In the area of those who **met none**, we had a slight increase from spring 2019 to 2020 but are below DUSD and state averages. The percentage of those who **met ERW** and **met math** slightly decreased. However, the percentage of those who met ERW is higher than DUSD and state averages and close for the area of math.

11th Grade SAT Scores					
March Schoolwide Administration					
	# of Students	% who Met Both	% who Met None	% who Met ERW	% who Met Math
16-17	N/A	N/A			
17-18	820	20			
18-19	847	22	50	48	23
19-20	858	20	52	46	22
19-20 DUSD	1,744	20	54	44	23
19-20 State	66,980	20	59	39	23

English Learners
In terms of our English Learners' progress, essentially we went from being in the blue area in 2016-17, with a 6.7% increase from the previous year to the current "low" rate. The 2016-17 score was based on the CELDT results, while 2017-18 & 2018-19 are based on the ELPAC. Although the new exam tests the same domains, the new exam is significantly more rigorous than the previous exam, which accounts for the huge drop and new goals to work towards. Additionally, the exam went from being a paper/pencil to a digital exam so this could have adversely affected students as well. The EL coordinator, with the EL PLC, is working to develop a plan to address these concerns. We have also looked into the CAASPP results and the information there is even more disparaging. As for in-house assessments the *Edge* Diagnostic is administered, but it is only administered to the students in the ELD classes. Each EL teacher also administers the *Edge End of Level (*Summative Assessment) however Spring 2020 data was not disaggregated due to the school closure. The EL program does have common writing tasks which are leveled to student fluency and rubrics.

2020 EL Population Levels

Team 4 - Well 16.2%
Level 1 - Beginning to 17.8%
Level 2 - Somewhat 28.1%
Team 3 - Moderately 38.0%
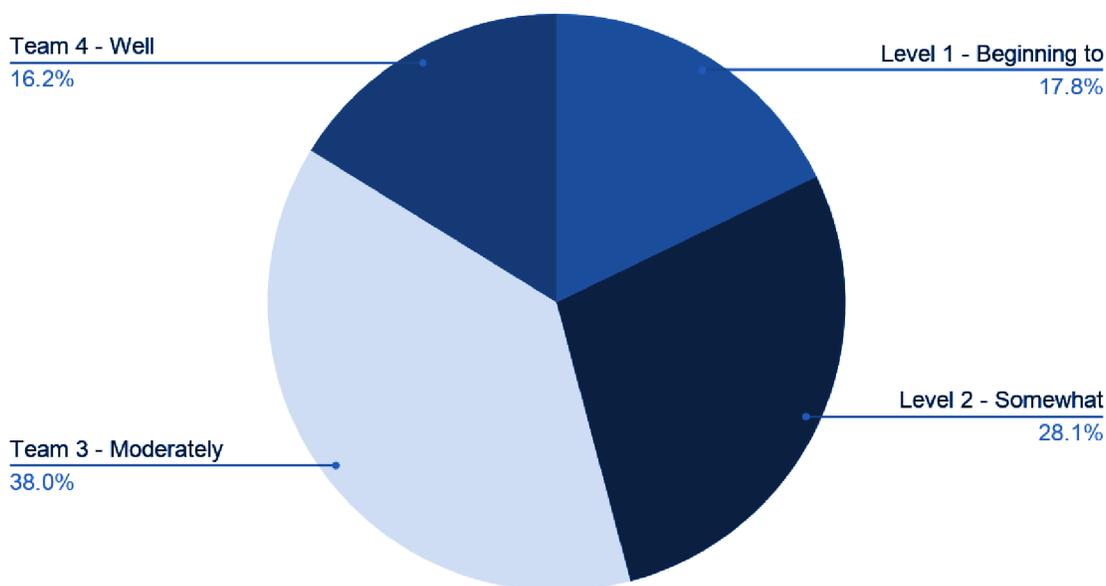
CAASPP English Learners							
	ELA				Math		
	Met/ Exceeded	Nearly Met	Not met		Met/ Exceeded	Nearly Met	Not met
15-16	11	37	52		4	8	88
16-17	20.59	36.76	42.65		5.72	12.86	81.43
17-18	14.92	29.85	55.22		2.98	14.93	82.09
18-19	**7.04**	**29.58**	**63.38**		**1.35**	**8.11**	**90.54**
DUSD	15.77	28.88	55.31		17.64	23.72	58.64
State	12.81	25.18	62.01		12.58	23.02	64.41

Our CAASPP Scores for students who are receiving support from the EL program demonstrate that we have to improve our focus on adequately supporting our English learning students for them to achieve. Students who are new to campus, and oftentimes, also new to the country, also benefit from a holistic approach and we have the resources to help them with social-emotional support. Encouraging all our students to make connections on our campus for their overall growth is our priority.

Special Populations Completion of "a-g"
WHS has a set expectation that all students can meet the demands of a rigorous education and is increasing student participation in "a-g" courses for students in the EL program and those receiving support from the Special Education Department. There has been an improvement in our special populations meeting the "a-g" criteria upon graduation. The percentage of our special populations meeting the "a-g" requirements remains lower however WHS is committed to improving learner outcomes.

Special Populations Meeting "a-g" Requirement at Graduation						
	# of Total Graduates	# of Grads in EL Prog	# of Grads in EL meeting "a-g"	% of Grads in EL meeting "a-g"	# of Grads with Disabilities	# of Grads with Disabilities meeting "a-g"	% of Grads with Disabilities meeting "a-g"
16-17	869	74	9	**12%**	71	2	**3%**
17-18	927	83	12	**14%**	76	4	**5%**
18-19	843	81	18	**22%**	95	8	**8%**
19-20	854	73	16	**22%**	91	13	**14%**

CAASPP Students Receiving Sp Ed Support						
	ELA			Math		
	Met/ Exceeded	Nearly Met	Not met	Met/ Exceeded	Nearly Met	Not met
15-16	11	21	67	2	5	93
16-17	15.49	23.94	60.56	2.9	4.35	92.75
17-18	3.85	21.79	74.36	0	2.56	97.44
18-19	**6.5**	**18.18**	**75.32**	**1.3**	**1.3**	**97.4**
DUSD	13.03	23.35	68.26	10.48	1.2	96.99
State	15.86	24.02	60.11	12.61	8.73	86.19

Freshmen
9th Grade Retention
We understand transitions are difficult for all students. An emphasis on grade 9 successes have been an area of on-going concern. The number of 9th grade students who are "retained" as the result of failing classes has been a focus, and an area to improve, for many years. In the Downey Unified School District, a student who is more than 10 credits behind is "reclassified," or continues to be identified at the lower grade for district purposes. In 2014, 12% of freshmen were reclassified (9); down from 25.3% in 2010. WHS is committed to continue that downward trend as demonstrated in the data below.

Reclassification – Grade 9

Reclassification – Grade 9 (R9)			
Freshmen Year	Number of 10th grade students	#of 10th grade students R9	% of 10th grade students R9
15-16	885	94	10.60%
16-17	883	90	10%
17-18	924	83	9%
18-19	960	69	7%
19-20	872	50	5.70%

PSAT 9

The 9th grade percentage of scores in the ***met both*** category had a significant increase between spring 2017 and 2018, but followed with a decrease the following two years. We continue to be at par with the districts overall scores and slightly higher than the state average in the area of those who ***met both***.

In the percentage of those who ***met none*** we are equal to DUSD's overall rate and higher than the state average. We've had a decrease in the areas of those who ***met ERW*** and ***met math***. When compared to DUSD's overall's percentages in the latter areas, we are just below in ERW and equal in math. Compared to the state averages, we are above in ERW and math.

9th Grade PSAT Scores					
	# of Students	% who Met Both	% who Met None	% who Met ERW	% who Met Math
16-17	877	31			
17-18	847	40			
18-19	804	36	38	56	42
19-20	822	33	41	54	37
19-20 DUSD	1851	33	40	55	37
19-20 State	11,184	27	48	49	31

9th Grade "a-g"

Our 9th graders have demonstrated an upward trend in meeting at least 3 "a-g" requirements. Since the 2015-16 school year, there has been a 12% increase. These students are on-track to being college ready.

9th Graders Meeting at least 3 "a-g" Requirements														
15-16			16-17			17-18			18-19			19-20		
# of students	# met	% met	# of students	# met	% met	# of students	# met	% met	# of students	# met	% met	# of students	# met	% met
886	569	**64%**	918	533	**58%**	927	598	**65%**	858	590	**69%**	848	645	**76%**

Advanced Placement Classes

Warren High School currently has twenty-two AP courses. In 2019, 585 students took at least one AP test and a total of 1105 AP exams were given. Twelve percent of the student body participated in taking at least one AP exam; of those, 63.2% passed with a "3" or better.

Advance Placement					
	2016	2017	2018	2019	2020
Total AP Students	618	679	597	585	571
Percentage of School Pop	16.6%	18.4%	16.4%	16.2%	16.3%
Number of Exams Administered	1234	1225	1116	1105	1075
Number of Exams Passed	606	561	592	591	622
Percentage of Exams Passed	49%	46%	53%	54%	58%
AP Students with Scores 3+	365	335	365	347	373
% of Total AP Students with Scores 3+	59%	49%	61%	59%	65.3%

In 2020, Warren had 108 total AP scholars: 70 students earned the AP Scholar Award for students scoring "3" or higher on three or more AP exams, 15 AP Scholar with Honors students who received an average score of at least 3.25 on all AP exams taken and scores of "3" or higher on four or more of these exams, 23 Scholars with Distinction who received an average score of at least 3.5 on all AP exams taken and scores of "3" or higher on five or more of these exams, and one National AP Scholar who received an average of at least a "4" on all AP exams taken, and scores of 4 or higher on eight or more of these

Seniors

Subgroup "a-g" Completion Rates

An increased number of seniors are meeting the "a-g" criteria making them eligible for a 4-year university upon graduation. The table below demonstrates an overall increase since 2016. In the graduating class of 2020, 52.3% completed all UC/CSU "a-g" requirements. In the past six years the overall number is up 7.1% from 45.2% in 2016.

Graduates Meeting "a-g" Requirements									
		Hispanic		White		Socioeconomically Disadvantaged		Total	
Year	Gender	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses
15-16	F	392	204 (52%)	28	15 (53.6%)	318	155 (48.7%)	445	235 (52.8%)
	M	339	122 (36%)	25	8 (32%)	296	104 (35.1%)	385	140 (36.4%)
	Total	731	326 (44.6%)	53	23 (43.4%)	614	259 (42.1%)	830	**375 (45.2%)**
16-17	F	433	268 (61.9%)	19	10 (52.6%)	357	210 (58.8%)	475	290 (61.1%)
	M	359	165 (46 %)	24	10 (41.7%)	296	125 (42.2%)	410	186 (45.4%)
	Total	792	433 (54.7%)	43	20 (46.5%)	653	335 (51.3%)	885	**476 (53.8%)**
17-18	F	415	243 (58.5%)	21	11 (52.3%)	365	210 (57.5%)	459	276 (60.3%)
	M	402	160 (39.8%)	25	5 (20.0%)	353	134 (37.9%)	463	181 (39.6%)
	Total	817	403 (49.3%)	46	16 (34.7%)	718	344 (47.9%)	922	**457 (49.5%)**
18-19	F	380	231 (60.7%)	20	17 (85.0%)	344	202 (58.7%)	424	263 (62.0%)
	M	372	166 (44.6%)	17	9 (52.9%)	343	145 (42.2%)	419	194 (46.3%)
	Total	752	397 (52.7%)	37	26 (70.2%)	687	347 (50.5%)	843	**457 (54.2%)**
19-20	F	386	237 (61.4%)	8	4 (50%)	358	213 (59.5%)	426	262 (61.5%)
	Male	373	169 (45.3%)	28	20 (71.4%)	343	149 (43.4%)	428	202 (47.2%)
	Total	759	406 (53.4%)	36	24 (66.6%)	601	362 (60.2%)	854	**464 (54.3%)**

Distinguished Graduates

Graduates who met the minimum course requirements as listed by the California Ed Code are recognized as Distinguished Graduates at our graduation ceremony. Since the last full visit in 2015, the number of graduates who meet the specific criteria has increased steadily.

Distinguished Graduate Numbers				
	# of Total Graduates	# of students applied	# of Distinguished Graduates	% of Distinguished Grads
15-16	836	302	144	17%
16-17	869	363	180	21%
17-18	927	(application removed)	195	21%
18-19	843	n/a	211	25%
19-20	854	n/a	205	24%

Graduates

Warren's graduate rate had been fairly steady, with 97% average in the last few years. There was a drop in the percentage of graduates last school year, for the class of 2020. This was an unforeseen decrease and WHS will continue to monitor the number of seniors behind on graduation requirements and provide the support needed to facilitate their completion of graduation requirements. However, WHS' graduation rate continues to be above DUSD's average, and well above the county's and state's graduation average.

As mentioned previously, our graduates who are meeting the UC/CSU requirements are steadily increasing. There was a slight drop in the class of 2020 but we are at par with our District. Compared to the county's rate, we fall just below their average but are above the state's average.

The Seal of Biliteracy is earned when students have demonstrated the attainment of a high level of proficiency in two or more languages. This is an area Warren High will promote more heavily. Our rate of students meeting the Seal of Biliteracy has significantly dropped since 2017.

WHS Graduates								
Year	# of Seniors	Grads	Grad Rate	Meeting UC/CSU Req	Meeting UC/CSU Req Rate	Seal of Biliteracy	Seal of Biliteracy Rate	Golden State Seal Merit	Golden State Seal Merit Rate
15-16	858	828	96.5	375	45.2	n/a	n/a	n/a	n/a
16-17	900	881	97.9	476	53.8	156	17.7	145	16.5
17-18	921	893	97	457	49.5	125	13.9	147	16.5
18-19	843	826	98	457	54.2	111	13.4	177	21.4
19-20	**888**	**854**	**96.2**	**464**	**52.3**	**93**	**10.9**	**194**	**22.7**
DUSD 19-20	1,999	1,890	94.5	992	52.4	201	10.6	413	21.9
County 19-20	118,190	97,220	82.3	52,153	53.6	13,634	14	25,707	26.4
State 19-20	491,389	414,193	84.3	210,692	50.9	51,229	12.3	110,045	26.6

Dropout Rates

WHS' dropout rate has declined within the last three years. Warren is performing better than the district's, county's, and state's averages. Information for the 2015-17 school years was not available on Data Quest.

WHS Dropouts							
Year	Hispanic/Latino	White	African American	Asian	Other	Total	Rate
17-18	9	1	0	0	0	10	1.1%
18-19	13	1	1	0	1	16	1.8%
19-20	**5**	**0**	**0**	**0**	**0**	**5**	**0.6%**
DUSD 19-20						37	1.8%
County 19-20						15,372	15.1%
State 19-20						50,390	11.7%

School Culture, School Spirit, and Co-/Extra-Curricular Activities

Attendance and Discipline

Warren's overall average daily attendance (ADA) hovers in the 94th percent. Focusing on 9th grade students, the data demonstrates a consistently high attendance rate for freshmen since 2015. Through the initial months of Distance Learning, we continued to communicate with families about the importance of students remaining engaged. Warren is proactive in dealing with attendance. Once teachers enter period attendance, the information is available to the attendance clerks, administrators, deans, and counselors in real time. Daily automatic dialers are sent to parents of students in increments. One dialer goes out if the student missed periods 1 and/or 2; a second dialer goes out to notify parents of an absence during 3 and/or 4 and at the end of the day if the student missed periods 5 and/or 6. Students with chronic attendance problems are referred to the School Attendance Review Team (SART) and, should the problem persist, to the School Attendance Review Board (SARB).

Attendance Rates										
	9th Grade		10th Grade		11th Grade		12th Grade		Totals	
Year	Enrollment	Attendance Rate	Enrollment	Attendance Rate	Enrollment	Attendance Rate	Enrollment	Attendance Rate	Enrollment	Attendance Rate
15-16	885	96.06	1,003	94.96	958	94.98	855	92.06	3,701	94.52
16-17	916	95	883	94.4	970	95.09	909	92.5	3,678	94.24
17-18	915	95.03	924	94.27	875	94.44	924	95.15	3,638	94.72
18-19	863	94.95	960	94.29	924	94.38	845	92.73	3,592	94.09
19-20	851	95.36	872	94.93	906	94.49	875	95.16	3,504	94.99

Suspensions

From 2015-16 to 2018, suspensions were on the decline. The Deans of Students, as well as other members of staff, have worked hard to incorporate Positive Behavioral Interventions and Supports (PBIS). The program utilizes other means of corrections and attempts to make teachable moments out of conflicts. While PBIS has been implemented since 2015, the program has been most successful when two Deans are a part of the school program. There was one year where the district only provided funding for one Dean (2017), and the implementation of PBIS slowed down quite a bit. Since 2018, however, two Deans are back in the office, and working hard to implement this behavioral system. Since 2018, suspensions have been increasing. With the increase of electronic vaping this has been a problem that Warren High School is learning to navigate.

Please refer to the next page for the *Suspension Rates* Table.

	Suspension Rates						1st sem
Incident Code		**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**
48900.2	Sexual Harassment	1	--	--	1	1	--
48900.4	Harass/Intimidate/Threat	4	1	--	--	4	--
48900.7	Terrorist Threats	--	--	2	--	2	--
48900a1	Phys Injury to Another	58	72	48	30	59	--
48900a2	Use of Force/Violence	4	1	3	2	3	--
48900b	Dangerous Object	10	11	13	4	5	--
48900c	Controlled Substance	60	65	55	32	55	--
48900e	Robbery/Extortion	--	--	1	1	--	--
48900f	Vandalism/Graffiti	9	4	14	9	1	--
48900g	Theft/Stealing	6	12	23	4	8	--
48900h	Possession/Use of Tobacco	8	2	1	1	4	--
48900i	Obscenity/ Profanity	22	39	19	15	11	--
48900j	Drug Paraphernalia	11	7	1	2	5	--
48900k	Disruption/ Defiance	151	165	144	36	21	--
48900l	Received Stolen Goods	3	2	6	--	--	--
48900r	Bullying/Cyber Bullying	--	6	2	5	1	2
48900t	Aiding/Abetting Phys Inj	1	--	--	--	1	--
48915a1	Serious Physical Injury	2	--	--	--	--	--
48915a2	Possess Dangerous Object	2	2	3	1	--	--
48915a3	Possess Controlled Subst	1	--	--	1	--	--
48915a5	Assault/Battery- Employee	1	2	1	--	--	--
48915c2	Brandishing a Knife	--	--	--	1	--	--
48915c3	Selling Cont Subst	1	1	--	--	--	--
Total		**355**	**392**	**336**	**145**	**181**	**2**

Character Counts!

The *Character Counts!* (CC!) program focuses on recognizing and educating students and staff about the Five Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. The program is a year-round campaign to promote good character and cultivate a climate of caring and kindness on campus. *Character Counts!* is a district wide campaign and students receive *Character Counts!* education beginning at the elementary level. In addition to *Character Counts!,* the athletic program participates in the sport's version known as *"Pursuing Victory with Honor."* This program promotes good sportsmanship and also encourages spectators to maintain high levels of integrity and

support of athletes. Students and staff members are recognized monthly for showing good character and are awarded a certificate. Staff members are encouraged to recognize as many students as possible each month to show that they are paying attention to the positive behaviors students' exhibit on campus. This has helped to further create a climate on Warren's campus that promotes positivity. It is our hope that our students will matriculate into the next phase of their life—either college or career—and be a person of high moral integrity and values through the knowledge they glean from *Character Counts!*.

While *Character Counts!* has always been a staple of Warren High School, there has been a strong focus on recognizing positive behavior from our students. Because of this focus, the number of teachers who nominate students for *CharacterCounts!* awards have increased 800% since 2015. This recognition program has been embedded into the student information system. Once a student is nominated, it is tracked in the student's behavior log, and parents are sent an automatic email to notify them about the positive behavior their student exhibited. During the 2019-20 school year, 2040 positive referrals were passed out to students to reward them for their character. In addition, Warren High has continued to grow its student of the month recognition program with over 200 students of the month recognized for their intangible contributions to the classroom, campus, and community (beyond the mere objective calculations of class marks).

Since COVID-related closures, positive behavior referrals decreased but teachers are putting in their best effort to recognize students' positive behavior as best they can through the challenges of Distance Learning.

Positive Behavior Referrals			
CC! Pillar	2018-19 # of Referrals	2019-20 # of Referrals	2020-21 # of Referrals Sem 1
Caring	599	212	160
Citizenship	514	309	269
Fairness	135	85	0
Respect	403	304	74
Responsibility	708	367	416
Trustworthiness	158	110	16
Student of the Month Awards	39	156	14
Total	**2556**	**1543**	**949**

Link Crew

Link Crew is a program that helps connect students to Warren High School. Link Crew leaders are a group of approximately 100 junior and senior students who act as leaders and mentors to all incoming students. Primarily, Link Crew leaders focus on connecting incoming 9th graders to the culture of Warren High School. The Link Crew leaders provide freshmen with the opportunity to become involved in sports, clubs, CTE pathways, and much more.

Link Crew leaders and advisors hold an incoming freshmen orientation a week prior to the start of the school year where future freshmen have the opportunity to meet one another, take a campus tour, and get acquainted with staff and leaders. The Link Crew freshman orientation has become a staple in Warren's culture. Every year, between 100-200 junior and senior students apply to become Link Crew leaders.

Closing the achievement gap for incoming freshmen is a priority for Warren. The Link Crew program is an integral part of that goal. The program also has an "a-g" class designated for Link Crew leaders. The class is run by an advisor who helps guide the leaders throughout the year with a goal to ensure that mentors help the freshmen stay on track academically, exhibit good character, and mentor students who are struggling. The class focuses on developing leaders, peer mentoring, and character education.

Visual Arts

Warren High School understands the importance of the arts and values arts education. Due to the size of its population, Warren has a large visual arts staff. This allows Warren to offer visual arts courses every period of the day, providing flexibility in scheduling. The vast majority of visual arts courses are "a-g" approved, offering a rigorous arts education for all students. The program has established relationships with community and educational organizations, providing an avenue for young artists to explore the visual arts.

Drama

The Drama program produces three to four main stage plays per year, selling an average of 300 tickets per production. The Warren drama program is divided into three levels. Drama I serves as a survey course exploring the various aspects of theatrical production. This includes performance analysis, basic theater terminology, student performance and script analysis, and a brief introduction to Greek theater. Drama II explores these aspects further with the additional exploration of technical theater including stage lighting. The production class is responsible for two of the three productions a year. Every year, over 150 students take some sort of Drama class.

Choir

The Warren High School Choir program continues to establish a reputation for excellence at the local, regional, and national levels. The young men and women have earned deserved accolades and awards based hard work, commitment to excellence and love for music. From classical to gospel to jazz to pop, there is something for everyone. Whether the student is a beginner or a seasoned veteran, there is a place for them in the Choir program at Warren High School. The program includes various ensembles, Varsity Women's Choir, Varsity Men's Choir, and Mixed Choir. There are also two guitar classes, each full of 30 students. Enrollment is up and down from year to year, anywhere from 100 to 250 students.

Band and Color Guard

The Warren Band and Color Guard Program consists of the Marching Band (150+ members every year), the Wind Ensemble (40+ members), the Concert Band (70+ members), the Percussion Ensemble (10+ members), the Winter Guard (30+ members), and two levels of Jazz Band (30+ members). Each group learns and performs music for concerts, festivals, and competitions.

The color guard is the "visual" part of the music in marching band. During the fall, the color guard performs with and is part of the marching band. In the spring the color guard competes on their own as a unit in an activity called "Winter Guard." Students in Color Guard receive PE credit like the marching band students.

Associated Student Body (ASB)

The school's Associated Student Body consists of more than 40 students who are elected or appointed to represent the needs and wants of the student body. Twenty of the positions are elected by the students, while the rest are appointed by the ASB director(s). Each year, over 150 students apply to run for a position in ASB. After a check of the applications for eligibility, the ASB director conducts interviews with each and every student to ensure that they have the skills needed to be successful in representing Warren students.

ASB activities continue throughout the school year, and ASB representatives will even work during the summer to plan and help with students' registration and verification. Warren ASB focuses on providing activities and opportunities for students to connect to the school and the community. Throughout the year, opportunities to show school spirit and connect to the school include the following: four dances, four assemblies, two club rush weeks (between 30-50 clubs), three-four spirit weeks, a canned food drive, a fundraiser for True Lasting Connections (TLC). ASB also takes part in Middle School visits, Back to School Night and Open House, Family Fun Night, Character Count Week, Downey Federal Credit Union Food Packing Event, Teacher Appreciation Week, graduation activities, and much more.

Both the canned food drive and the TLC fundraiser are the largest drives in the community, bringing in sometimes 40,000 cans or dollars for the local food pantry, HELPS, and raising over $35,000 last year for the local family resource center, TLC. These drives show that Warren students are committed to service in their community. In this year of Distance Learning, ASB still led the charge to help bring in around 17,000 cans for the HELPS Pantry Canned Food Drive.

ASB continues to build community through virtual and limited events during Distance Learning. In the 1st semester of the 2020-21 school year, ASB hosted a Halloween-themed movie drive-in, coupled with a premier of a pre-recorded "Warren's Got Talent" show production. It included concessions offered by local community start-up vendors. The Associated Student Body also ran a successful blood drive, hosted virtual rallies/assemblies, and continued with its commitment to the local food pantry. Even while 100% of the school was at home, Warren raised essentially the equivalent of 20,000 cans for the food pantry. Also, since Warren's "Dig Pink" volleyball game usually takes place and raises money for Breast Cancer, the ASB students, through social distancing, went out into the community to drop off "care packages" for anyone who was a survivor, victim, or somehow affected by cancer. Warren's ASB is a tremendous snapshot into the positive and caring culture on the campus.

Athletics
Warren High School's athletic program consists of 24 programs, more than 50 teams, more than 1,200 athletes, and 85 coaches. Over the last four years, Warren athletics have won five CIF titles and finished runner-up twice. Varsity athletic teams have won 31 San Gabriel Valley League titles out of the last 66 opportunities. Most Warren athletes are very involved in school; 85% of our athletes are a part of another sport and/or other extra-curricular program. An NCAA support program designed to support all student-athletes that might play at the collegiate level is now a part of Warren athletics. A team of administrators, counselors, and teachers give support to the NCAA bound student-athletes with a hope of increasing the number of students who are able to compete in college. Warren athletic programs also promote character, as all program coaches are trained in *Pursuing Victory with Honor*.

Studies have shown that students who are involved with extracurricular activities are more likely to succeed in school; hence Warren's efforts in connecting students to the school program. Connectedness to the campus improves school morale and gets students excited about being at Warren.

2020-21 Virtual Library/Media & Resource Center
Warren High's librarian dedicated herself to connecting students to the library and its resources, virtually. While the library is the epicenter of campus life during regular in-person learning, our librarian committed to making herself available to support and facilitate learning for all students. This is where students can access the Resource Center for tutoring after school. By the end of the first semester, the library's course on Canvas had 10,000 visits.

Resource	▼ Students	Page Views
🏠 Course Home	2.5k	10k
📣 Course Announcements	775	5k
📄 Helping Yourself or Others Before a Crisis.png	627	3.3k
📄 How to Access Cameron's Collection-1.PNG	626	3.3k
🧩 Course Modules	613	1.2k

While there are many things that Warren does well to promote student learning, inarguably what makes Warren a unique and successful school is the learning community and the climate it creates to ensure that all students are supported, maintaining the fundamental belief that everyone matters and that all students can learn. The recent recognitions validate Warren High School's commitment to its students.

WHS Accolades

According to US News and World Report, Warren High has been named one of The Best High Schools in the Nation (silver medalist) annually since 2015. Currently, Warren High School is **ranked #4,222 out of 17,790 public high schools in the nation**, out of a review of more than 24,000 public high schools. We received an overall score of 76.27 out of 100. In California, we ranked #631 out of 2,605 public high schools. Our graduation rate ranks #3,454 in the nation and #286 in the state.

Our community is our biggest supporter and demonstrates this each year. In 2020, seniors were granted **201 local scholarship awards** to support our graduates' post-secondary endeavours with a total of $215,000 awarded.

In the 2019-20 school year, **Warren was the number #1 large school (more than 801 seniors) in the state of California in terms of FAFSA applications**. We had 89% of seniors successfully submit a FAFSA/CA Dream Act application last year by the March 2nd deadline. *#IApplied*

In 2020, Warren was selected for the **Prestigious Honor Roll** issued by a National Campaign of Business and Educational Leaders.

In 2020, Warren had over **100 participants** compete in 28 different competitions in **SkillsUSA** (16 gold, 10 silver, and 20 bronze medals).

Warren Robotics provides an opportunity for students in our Engineering and Computer Science pathways to apply their knowledge of design, 3D modeling, physics, and programming to construct and test a robot that will then compete against teams from across the world. First started up in the 2014-2015 school year, the club has grown to consist of 30 competitive members who are part of the VEX EDR league competing under the team name, Warren Warbots. The club went from winning just **1 award** in our **2015-2016** as well as our 2016-2017 season to winning **10 awards in the 2019-2020** school year, including 4 Tournament Championship Awards, 3 Design Awards, a Build Award, an Amaze Award, and an Excellence Award. **As of the 2019-20 school year, we had 2 of our 4 teams ranked top 100 in the world.** This school year, the club began virtually, working remotely to attempt to design, build, and program as a team. In the 1 tournament we competed in remotely, we were recognized with a Design Award and a Judges Award. In an effort to continue to expand and provide unique opportunities to more

students, we are in our initial year of developing a Drone program which seeks to compete in both programming virtual drones as well as drone racing. We currently have 2 teams that are competing in the VRAD competition for the 2021 season, which is a 100% virtual competition where students will be programming a virtual drone to complete a task against other teams across the county. The tournaments began in January 2021 with an upcoming Championship in April 2021. In addition, we are developing teams to compete in drone racing with the hopes of engaging more students in the world of STEM.

Warren's high performing **Marching Band and Color Guard** have won the SCSBOA Field Championship Medals for the past four years: 2016 ~ Bronze, 2017 ~ Gold, 2018 ~ Gold, and 2019 ~ Bronze.

In February 2019, Warren High School was recognized as an ESPN "Top 5" **Unified Champion School** for its inclusive culture. Warren was the **first Special Olympics Southern California Unified Champion School** to be recognized as a National Banner Unified Champion School.

Our newest competitive team was born from our students' high interest in gaming. Initiated in 2018 and followed in 2019, the **WHS eSports team won 1st place in a hometown rivalry** competition that was streamed globally. In 2019, after taking on the hometown rivals, WHS moved on and took the top prize in the region.

The **Golden Bell Award** was awarded in November 2017 recognizing Teen Court's format and student participation.

The Warren Athletic Department encompasses approximately **1,200 student-athletes**, more than one-third of our student population. Warren Athletics offers **24 Varsity, CIF-sanctioned sports**. With the completion of the state-of-the-art sand volleyball courts, Warren Athletics is looking forward to introducing **two more CIF-sanctioned sports** as well—boys' beach volleyball and girls' beach volleyball. Additionally, Warren Athletics supports **two club programs**—boys' rugby and girls' rugby. Warren Athletics is part of the San Gabriel Valley League (consisting of 6 local schools—Dominguez, Downey, Gahr, Lynwood, Paramount, and Warren). Warren High School has established itself as a powerhouse within the league. The Warren Athletic Department has earned **109 league championships in men's athletics** and **78 league championships in women's athletics**. Warren has proven dominant in many sports, recently claiming **6 straight league championships in Women's Soccer** and **10 consecutive league championships in Men's Cross Country**. The Warren Athletic Department has also boasted numerous CIF Championships, with the most recent **CIF Championship** coming in **Women's Basketball in 2018**.

Warren High School is also home to a thrilling crosstown rivalry with Downey High School. The two schools have competed against each other since 1958. In football, they have hosted **62 total contests**. Warren currently claims the **overall record with 33 victories to Downey's 29**. The most recent Warren win came in the 2019 season, with **an electrifying 39-35 comeback victory**. It was arguably the most thrilling rivalry game in the two schools' storied history. Fans were descending the stadium stairs but Warren athletes and coaches never lost faith. Until the final drive with :05 left on the clock, our Bears truly believed they could win the game. Warren was down for three quarters, and the Bears truly looked beatable; however, the fourth quarter proved to be an entirely different ballgame. Warren mounted a huge comeback to reclaim the lead (33-32) with a couple of minutes remaining in the game. Unfortunately, Downey proved formidable as they quickly advanced the ball down the field and into field goal position. With just over :15 on the clock, the Vikings kicked a field goal to recoup a 35-33 lead. After a short kickoff return, quarterback—Dylan Guerra—got the ball just shy of midfield with :05 left on the clock. It proved to be just enough time for one more Hail Mary play. From the 51-yard line, Guerra launched a ball (while absorbing a massive hit) toward the endzone. Amid 4 Downey defenders, Warren's star

receiver—Keison Evans—leapt into the air and ([against all odds](#)) came down with the ball in the endzone to secure the 39-35 win for the Bears!

A crowd of over 7,000 witnessed magic that night! This game proved to be more than just a final score on a scoreboard; this game underscored the power of sport. **Our athletes were forever changed because of one game.** They will believe in themselves even if others doubt them. They will bet on themselves even if others discount them. They will staunchly fight for what they want until the sweet (or bitter) end. They will never give up on themselves. They will take pride in who they represent and how they represent. They will carry themselves with confidence and self-assuredness. They will expect nothing other than that which they are willing to work for. They will believe in their ability to do more, be better, and demand greatness. Greatness is exactly what they gave Warren High School!"

Last but not least, in 2019 Warren was unanimously voted *The BEST High School in Downey* by our Warren staff. You will see this accolade in some teacher's email signatures and on a banner in our stadium.

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1.   Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Findings	Supporting Evidence
A1.1 In 2014, the Downey Unified School District (DUSD) unveiled a new vision statement, a new mission statement, and a new list of values. Warren then gathered all stakeholder input to create a new mission, vision, and values as well. After a close analysis of student demographics, college and university readiness requirements, Common Core State Standards, and the district's statements; the Warren's purpose statements and SLOs were created. The Organization Focus Group, which is also the Leadership Coalition, revisited the statements in 2019-2020. After looking at demographic data, district and school goals, the action plan, and any other relevant information, it was determined that the statements still held true. *Vision* *Warren High School students embody academic and moral character, are educationally empowered, and prepared to contribute to the global community.* *Mission* *Warren High School prepares students to be college and career ready by promoting critical thinking, communication, collaboration, creativity, character, and physical well-being.* Warren followed a similar process to set the schoolwide learner outcomes (SLOs).	DUSD Statements LC Meeting Notes: WASC Organization Agenda Warren Purpose Statements

A committee was formed that included staff, parents, and students to brainstorm ideas of certain skills a Warren High School graduate would possess. The committee believed that this had to be easy to remember, so **B.E.A.R.S** was created:

Schoolwide Learner Outcomes
Be a Critical Thinker
Effective Communicator
Academically empowered
Ready for College and Career
Students of Character

Each classroom was given a poster to promote and remind our school community about the SLOs.

A1.2
Warren's dedication to a distributive leadership model, as well as constant opportunities for stakeholder feedback, is crucial to ensure a process of development and refinement in all things the school implements.

Warren's Leadership Coalition (LC), made up of administrators, department chairs, special programs advisors/coordinators, and others, revisit the statements, values, and SLOs whenever there is a big change in school or district policy. With the introduction of the new graduation requirements being aligned to the "a-g" requirements, the LC didn't feel like any of the statements or SLOs needed to be changed. When meeting about this, the LC also looked at school data and demographics, yet no major changes were evident in the data. The group then decided that the mission, vision, and SLOs still held strong.

Leadership Coalition Agenda/Minutes

Leadership Coalition/ Organization Focus Group

Another example of this being an effective process was the creation of a schoolwide focus, *critical thinking,* in the 2015-16 school year. The Instructional Leadership Team (ILT), made up of 10 PLC leaders and two administrators, led a schoolwide vote on the instructional focus. The purpose of this focus was to answer the following question: what is one main skill that graduates of Warren will possess when entering a post-secondary education/career? After a staff-wide vote, *critical thinking* was selected as the schoolwide instructional focus. Students then created logos and slogans for our school, and after a schoolwide vote, *"Think it! Prove it! Do it!"* became our schoolwide slogan. This logo is posted on the announcements every morning, and teachers were given signs and whiteboard magnets to promote the focus and slogan. Also, *"Think it! Prove it! Do it!"* letters were posted on classroom buildings in the front of campus.

ILT Timeline

Instructional Focus: *Critical Thinking*

Think it! Prove it! Do it! Logos /Slogan/Magnet

A1.3
Warren's vision, mission, and SLOs are an integral part of the school community. We may not promote it or discuss it regularly, but we believe in our statements/SLOs and work towards them each day.

Art Contest Records (PTSA)

Parent groups, such as the PTSA or the Academic Booster Council (no longer

in-existence) were presented with the final versions of all statements at the time of the creation. Warren is continuing to investigate ways to use social media to make these available and relevant to everyday operations, and all stakeholders, of the school. A routine of verbally sharing or reminding students/parents of these statements is not in place. However, when staff is working to develop curriculum, assess, or contribute to the development or refinement of programs and instructional approaches, the instructional goal drives decisions alongside the SLOs, mission, vision and the action plan.	WHS PTSA Social Media Posts

A2.   Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A2.1 Warren High understands the role of the Board and how stakeholders can be involved. WHS promotes participation of staff at Board Meetings to remain informed. Union representatives and administration summarize Board minutes and share them with WHS staff when a decision directly impacts our school community/practices. Board meeting times and minutes are available for the community to access on our district's website.	DUSD website
A2.2 Warren's stakeholders understand the relationship between the Board's decisions, expectations and initiatives that guide the work of the school. The Board establishes its own set of goals which drive the District's goals, Vision and Mission that lead Warren's Action Plan/LCAP goals, SLOs, Vision and Mission. Each PLC, department and leadership team established works under the umbrella of the Board's expectations and initiatives to make site decisions.	Board of Ed's Site WHS Action Plan/LCAP PLC goals aligned to LCAP/Action Plan goals

A2.3 Formal and informal grievance procedures are described in the DEA K-12 Master Agreement, Article XIII. Each school in the district has elected DEA representatives to support teachers when complaints are filed. Uniform Complaint Procedures (UCP) posters are updated annually and posted in common staff locations. Additionally, all annual notifications, including UCP, are included in our PD at the start of each year. Teachers acknowledge receipt of the email with the UCP notice by signing a staff acknowledgment form. Parents are invited to become familiar with the district's Uniform Complaint Procedures. Parents may address concerns to teachers, counselors, coaches, and deans. Parents can email, call, or come to the school to request meetings at any time during school hours. An administrator or a dean mediates conflicts between students. Additionally, site administration ensures all stakeholders due process in resolving conflict.	Master Agreement UCP site/Procedures Union Websites - Certificated - Classified DUSD Parent/Student Handbook WHS Student Handbook

A3.   Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators
A3.1. Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A3.1 The planning process at Warren High School involves input from the following stakeholders: 1. **Professional Learning Communities (PLCs):** composed of department grade level faculty who meet weekly.	Meeting minutes, membership rosters, & sign-in sheets

2. **Instructional Leadership Team (ILT):** composed of two administrators and 10-12 faculty members who meet quarterly to address issues relevant to student achievement. 3. **Leadership Coalition (LC):** the leadership team of about 30-40 representatives of Warren HS who meet quarterly to address issues regarding how to better serve the academic needs of students and site policy; composed of administrators, deans, PLC leaders, department chairs, and special programs coordinators. 4. **Associated Student Body (ASB):** the elected and appointed student representatives for the whole school who meet daily in a 4th period class. 5. **Parent Teacher Student Association (PTSA):** composed of parents, students, and staff members who meet monthly as an advocacy group for students while also providing support for academic and co-curricular activities. 6. **English Language Advisory Council (ELAC):** meets five times a year to provide EL families with information about curriculum, testing, and other support issues specific to the EL community. The committee is composed of administrators, staff, parents, and students to help service the English acquiring community. 7. **Student Voice:** An "a-g" class of 12-20 students who help collect data about students and their wants and needs to better help serve their academic lives. The data is shared with administration and/or the LC.	PD Calendar ([Staff PD tab](#))
With any schoolwide decision, the proposals are brought to these groups for input, comments, questions, and concerns. The LC analyzes information gathered and facilitates conversations to identify the best next steps.	[LC Meeting Minutes](#)
A3.2 Warren's schoolwide action plan is based on the school's critical needs (based on self-study findings) and the SLOs. The critical needs are identified in-part by the LCAP surveys that staff, students and parents complete annually. The implementation of PLC-created pacing guides and common assessments drive instruction that is focused on preparing students for post-secondary opportunities.	[LCAP Surveys](#) [Action Plan](#)
Site expenditures and resource distribution is driven by the action plan, which is aligned to the LCAP & purpose statements, and PLCs' Budget/Resource Request forms; requests must clearly support the action plan. The PLC Budget/Request form drives LCAP expenditures and resource allocations. The action plan can be revised based on the evolution of data analysis findings at any time.	[PLC Budget/Resource Request Form](#)
A3.3 Warren's administration is a firm believer that all staff should have an opportunity to voice their perspective/needs in the decision-making process. Most opportunities for participation follow a similar process: 1. Administrators collect data 2. The data is presented and analyzed by the Leadership Coalition (LC) 3. The LC brainstorms to address concerns 4. The LC's meeting minutes are shared with the staff. 5. PLC leaders have an opportunity to discuss the information and they will	[LC Meeting Q & A](#) [Principal's email sample](#)

discuss this information with their PLC during the allotted weekly time.
6. Administration provides some type of forum for the expression and gathering of ideas from staff, oftentimes in the form of a survey, as well as host optional Q&A sessions.
7. Feedback is taken back to the LC, where final decisions are made.
   a. In some cases, a schoolwide vote may be necessary.

"a-g" Summary of Concerns- LC Notes

Some decisions are made by the district or administrators. For example, after the LCAP survey were sent out to teachers, from the district, asking for some input about professional development opportunities, there was a clear desire to focus more on on-site professional development, rather than hiring outside companies and meeting off-site. Because of this, the district decided to add five technology coach positions and three instructional coach positions on campus. These positions were announced, and any teacher on campus could apply. Each instructional coach has two periods designated to helping teachers who need guidance. This was extremely important and helpful in the transition to Distance Learning in 2020-2021. This is an example of a district and administrative decision that did not go through the LC. All in all, decisions are made with the students in mind.

LCAP Surveys

Job Announcement Sample

A3.4

PLCs meet once a week - normally Monday mornings - for an hour to collaborate and solve problems, share ideas, and disseminate information. Warren also has an "open door policy" in which employees are encouraged to communicate with colleagues, including administration, about issues of concern. The administration team helps create an environment which makes employees comfortable coming to them with their concerns. In addition, each administrator is assigned to a PLC; and each administrator tries to attend as many PLC meetings as possible, even if it's just a pop-in to answer any questions or pass along any information with the purpose of encouraging the sharing of ideas or concerns freely.

Bell Schedule - embedded PLC time
-DL Schedule
-Regular Schedule

Teachers have the option of using WHS' in-house Faculty Liaison Committee (FLC)- not union affiliated but union reps are encouraged to participate. Once a quarter, a group of elected teachers who represent the FLC send out a Google survey to allow teachers to anonymously (optional) express frustrations, acknowledge positives, and discuss a new or already existing issue. The FLC members then meet with the principal, and sometimes other administrators, to discuss issues that have been raised by the faculty. The principal addresses each issue, communicates plans to address the concerns, or will look into the issue and provide follow up with the FLC.

FLC spreadsheet

UCP site

Furthermore, the UCP, Teacher Handbook and Master Agreement serve as guides for employees who have concerns to report.

Master Agreement

EOY Staff Meeting

Warren principals present "end of the year highlights" to all staff during the last meeting of the year. Throughout the Distance Learning schedule, Warren administrators were very aware of the work that PLCs and teachers needed to do, so while staff meetings were held, they weren't as dense as they might have been in the previous years. Communication was still ongoing, however, as Principal emails always kept staff up-to-date. All administrators have an open-door policy.

Staff meeting Presentation

Principal's emails

A4.   Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A4.1 Warren High School has clearly defined employment policies related to employee qualifications. WHS trusts the district in having candidates adequately meeting all requirements in the application and hiring process. Upon being hired, new teachers complete a district-hosted orientation. New teachers are given the opportunity to participate in monthly New Teacher Meetings to learn about WHS' practices and resources. Teachers who are new to WHS are supported by their PLC and department chairs. On a district-level, teachers who are working on clearing their credential are assigned to an experienced teacher to complete the induction program. For special programs, such as Link Crew, AVID, ASB, and others, participating teachers are required to attend training provided by the program developers to lead the program. Athletic coaches must complete three courses through the National Federation of High School Associations (NFHS), as well as complete certifications in First Aid and CPR (to be renewed every two years). DUSD requires coaches to complete *Pursuing Victory with Honor* training every four years. Coaches also attend monthly Athletic Department meetings to review expectations, delineate goals, and discuss enhancement and professional development opportunities.	New Teacher Meeting Schedule PD Calendar (Staff PD tab) PD Attendance logs

A4.2 All teachers are provided professional development opportunities. WHS, through the PLC process, offers the opportunity for PLC to request professional development following a budget/request process. Each PLC will complete a form where they share their goals as a PLC, request technology, curriculum support materials/software/programs, and/or PD. The goals and requests have to demonstrate support for the schoolwide goals and provide a justification for the expenditure. PLCs have the option to request on-site PD time as a group. Individual teachers may make a request for planning time beyond their prep time allotted or to plan with a small group of teachers. Schoolwide PD is also discussed and considered by the LC. If determined to be beneficial to learner outcomes, site admin will plan to implement and carry it out. More recently, the district has provided resources for three on-site instructional coaches, and several on-site technology coaches. In the wake of Distance Learning, five Teacher Technology Lead positions shifted to *Canvas* coaches to support the rollout and implementation. WHS funds two more Canvas Coaches and all coaches support the use of technology apps and management platforms.. WHS administrators provide the resources requested for this PD time. **A4.3** Applicable groups analyze data and make program decisions with targets to check progress and impact on student outcomes. Examples: The process of PLC goal setting has led to professional development activities such as creating common assessments, implementing FBI strategies to improve learner outcomes, improvement in maintaining academic rigor while supporting the whole child and schoolwide inclusive practices. **A4.4.** Prior to COVID closures, WHS admin routinely popped-in to classes for informal observations and check-in with teachers and staff throughout the school year and aside from formal evaluation visits/discussions. The teacher list is divided by 6 and each admin visited their group within an assigned time frame. The lists rotated among all six administrators. Site admin and staff are evaluated according to the Master Agreement of their applicable group: certificated/classified. Support programs are in place for staff who demonstrate to be in need professionally and overall well-being. **A4.5.** Warren administration and faculty abide by policies and regulations as written in the Master Agreement, district policies and procedures. The Warren Faculty Handbook was scheduled to be revisited and updated in the spring of 2020, however with COVID closures, this was postponed. As of now, the handbook is not available online for staff and a few hard copies of the last version may roam. This is a priority for WHS, as the handbook will be revised and online soon.	AESOP Reports (staff attendance reporting program) Extra Duty Stipend Data Payroll Data Data: Increase in "a-g" completion rates with a focus on special populations Data: Higher graduation rate Admin Pop-in Lists Master Agreement EASE DUSD Wellness Clinic

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A5.1 The school leadership and staff are involved in the resource allocation process via their PLC. PLCs are provided with the opportunity to request resources by following the process in place and demonstrating that the resource allocations support WHS' action plan, SLOs, Vision, and Mission which are aligned to the district's LCAP and goals. At the start of each school year, site admin and a district director review WHS' action plan and discuss its alignment to the LCAP and site budget.	PLC Budget/Resource Request Form LCAP Action Plan
A5.2 Warren High school is in compliance with all district, state, and federal banking processes and practices in place for developing an annual budget and conducts annual audits. WHS' ASB Coordinator, ASB Banker and administrators are trained and updated with procedures to check and balance our finances to ensure we conduct quality, transparent business and accounting practices.	ASB Finance/Audit records
A5.3 Warren High School's facilities are safe, functional, overall well-maintained, and adequate. We adhere to requirements as stated in the Williams Act. Our school facilities are maintained by both a site crew - supervised by the assistant principal in charge of facilities - and district- level crews. Student perceptions survey results are low (62%) for "my school is clean and kept in good condition" most likely referring to the bathrooms and the trash in the quad during student breaks. Also, 84% of students, 90% of parents, and 95% of	LCAP survey results: students, parents, teachers & staff

teachers and staff reported feeling safe at school.

The district continues to support the upgrade of facilities, keeping in mind safety, functionality, and maintenance. For an updated list of facilities upgrades, refer to Chapter 1 of this report.

A5.4
Instructional materials and equipment are acquired by following state and district policies and procedures. Warren High provides equal access to students by strictly abiding by the Williams Act. Instructional materials are individualized as requested by 504 plans, IEPs, and other special circumstances.

WHS' science department implements state and federal legislation in place for science instruction and labs to ensure student safety.

A5.5
District and on-site resources are available to support teachers and provide a nurturing environment for all staff. At the district level, most professional development takes place during the school day, and substitute teachers and funds are provided through the district. Additionally, teachers can request time to develop and refine curriculum throughout the year. This extra time is in addition to the Monday morning, hour long PLC meetings that all teachers are required to attend. Each PLC and department support new teachers, and share resources for the team to be successful.

Warren holds "New Teacher Meetings" once a month to inform new teachers to WHS. New teacher meetings are facilitated by a teacher and an administrator. Each meeting addresses topics related to events to introduce teachers to everything Warren has to offer and provide an opportunity to learn about Warren.

Many of the 140+ teachers on campus have participated in a special program at some point, i.e. ASB, Link Crew, AVID, a club advisor, a coach, etc. Overall, our staff is willing to help one another out. Administrators are supportive and will extend resources available. Aside from district-provided resources/supports, Warren High School has technology, instructional, and Canvas coaches available to teachers and classified staff.

Warren High values the well-being and professional development of our staff on campus.

WHS is unique in that a Senior Instructional Assistant (SIA) PLC has been formed to support our classified staff who work directly with students. Details are provided in Chapter 2.

An additional resource provided by the district and promoted by WHS is a Psychologist-on-special-assignment (District SEL Coordinator) who can be

Biology Lab Policies
Chemistry Safety Contract

AESOP (attendance reporting system for staff)

Sign-in Sheets

PLC Time in Bell Schedules
-DL Schedule
-Regular Schedule

NewTeacher Meeting schedule

New Teacher Meeting Presentation

Coach-provided PD Presentation

SIA PLC Meeting Agenda in Email
SIA PLC Presentation Slides

SEL Coordinator Role

scheduled to meet with schools for specific SEL training as requested by the site, small group or can be an individual resource to other supports. This psychologist can be a source for professional development to support student well-being or on a personal level with occasional "check-ins" offered to teachers as a group to discuss well-being and manage stress.	Description
On a more personal level of well-being and nurturing, the district has established a Wellness Clinic for all DUSD employees and their immediate family members to receive basic or urgent medical support. This is a partnership between Downey Unified and PIH, our local hospital and medical group.	DUSD Wellness Flyer
The district also provides mental health support to develop and maintain social-emotional stability that is accessible by DUSD employees via EASE.	EASE Newsletter

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Areas of Strength

1. Action Plan goals and schoolwide decisions are aligned with the LCAP to ensure growth in learner outcomes

2. Internal communication, transparent planning and collective accountability is embedded in the professional culture

3. District and site-based personnel supports are in place and promoted by the school to nurture professional and overall development for all staff

4. The distributive leadership model includes voices from all different parts of the school campus

Areas of Growth

1. Update written student and staff handbooks and align to purpose statements/SLOs

2. Create quality surveys to collect student perception data

3. Identify a platform dedicated to parent input

4. Help increase PTSA parent participation

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B1.1 Warren High School's proposals for new curriculum and program refinement is driven by student needs as demonstrated in performance data and teacher input. Warren's administration, along with input from teachers, department leads, and district curriculum specialists (Teachers on Special Assignment – TOSAs) use educational research to identify instructional approaches, curriculum support, and professional development needed. Curriculum is driven by CCSS, CA Frameworks, and approved by the district. Warren administrators and district leaders have asked for teacher input regarding Professional Developments needs. Overwhelmingly, teachers shared that they get the most out of on-site, teacher-led professional development workshops. The English department has adopted the Expository Reading and Writing Curriculum (ERWC), developed by the California State Universities, and through data, has demonstrated to prepare students for college. Although the ERWC is not explicitly aligned to the CCSS, the work of the English PLCs has involved aligning the curriculum to the CCSS. Teachers, working within the PLC and using vertical articulation to identify essential standards to support students from English 9. Curriculum leading up to ERWC is supplemented with teacher-created lessons and assessments more properly aligned to the CCSS and with SAT prep.	[Curriculum map file](#) [Professional Development Calendars](#) (PD Staff tab) [Schoolwide Events Calendar](#)

The ERWC has been time-tested and proven, as instruction is based around contemporary articles (as opposed to a heavy dose of literature). The articles are relevant to our students, and teachers frequently supplement more contemporary materials while still capitalizing on the universal relevance of literary works. This blended curriculum is specifically scrutinized through the PLC process to ensure it is viable and meaningful to Warren students.	ERWC Course Description
Math Reasoning with Connections (MRWC) has been added with the intention of bridging the 3rd year of math and college level math courses. This is also a course developed by the CSU system and based in research.	Master Schedule MRWC Info
To support ELD students, the ELD department has adopted the EDGE curriculum. This curriculum was piloted by the whole ELD department, and then, through PLC discussions, the curriculum was adopted schoolwide for all ELD classes. The program is aligned to the CCSS and the ELD standards, and the curriculum developers provided professional development to all teachers in the department. ELD teachers support their students with a meaningful English curriculum that allows them to improve their English language skills while still preparing them to meet standards alongside their peers.	ELD Curriculum Map EDGE Curriculum
Through the ratification of CCSS in mathematics, district and site PLC work has led to district-wide implementation of a research-based, standards-aligned curriculum. Given the recent rollout of new district graduation requirements – now requiring all students to complete three years of math instead of the previously required two years – a concerted effort has been made to vertically articulate with PLCs from Warren and feeder middle schools to establish best practices and guaranteed standards that will support strong foundational skills in students for three intense years of math. The decision to move towards an integrated mathematics model, the establishment of essential standards that articulate throughout middle and high school, focusing on the foundational skills, and the alignment of curriculum with the CCSS has resulted in a meaningful and viable curriculum to best support student success.	Math Curriculum Maps Essential Standards -ELA -Math Guaranteed & Viable Curriculum Presentation
The Social Science department has adhered to traditional curriculum standards in American History, World History, Government, and Economics. Each PLC carefully and meticulously planned their curriculum around the California Standardized Tests and the No Child Left Behind Standards years ago. When the Common Core State Standards were released, the department attended several Professional Development trainings, mostly with Public Works, Inc., to start mixing the Common Core standards with the previous content standards. Each social science PLC made plenty of changes, including adding constructed response questions to common assessment, using more stimulus-based questions in assessments, and incorporating essays into the curriculum. The DBQ Project was also adopted by Social Science departments at the middle school and high school levels. The DBQ Project uses old state standards to help students read and analyze documents, group documents to create a thesis, then write essays that use document evidence to answer a prompt. When the new state framework for social science was released a few years ago, most of what had been done in the PLCs was still relevant to the new framework. Many teachers also find resources from Stanford History and Education Group (SHEG), YouTube, TED Ed, Khan Academy, and others.	Social Science Curriculum Maps DBQ Project File

The Science department, through collaboration with other district schools and personnel, has developed a new curriculum to meet the Next Generation Science Standards (NGSS) aligned with the California Science Frameworks released in 2016. The NGSS is aligned with CCSS, and literacy standards are incorporated. Additionally, each performance expectation in the NGSS is aligned to ELA and Math CCSS. This has been a calculated roll out, beginning at the middle school level, continuing to include the first year science course at the high school (The Living Earth), and finishing with the two physical science courses (Chemistry in the Earth System and Physics of the Universe). This process included science teachers collaborating and unpacking the standards and frameworks, working together to identify a scope and sequence, and working to ensure lessons are three dimensional. Teachers use current real-world issues via articles or other published works to learn and analyze essential science concepts.

Conceptual Physics is a newer special education class in the science department. This class is offered as a second-year science, and students learn advanced physics concepts through building and manipulating the movement of objects. Not only do students learn exactly how physics works in the real-world, but they are actively engaged while doing so. At the beginning of the 20-21 school year, our conceptual physics teacher applied for and was granted a $5800 teacher grant to purchase materials that will help her further develop this new course. This course is certified a "d" category to meet the "a-g" aligned graduation requirements.

The LOTE department, with support and collaboration throughout the district, has developed a curriculum aligned with World Language Content Standards for California Public Schools and the World Readiness Standards for Learning Languages. The curriculum has shifted in the last two years and is still an ongoing task in our department. The goal is to meet the learning needs of our heritage students by strengthening their language proficiencies and preparing them for Advance Placement of Spanish. The Spanish Heritage program is designed for heritage learners of Spanish; that is, students with previous exposure to Spanish. This program builds on previous acquaintance with the language and will develop further the skills: speaking, listening, reading, and writing. Students meet these standards beginning at the high school level with Spanish 1 or Spanish 2 (regular or Heritage), German 1, or American Sign Language (ASL). Within the Spanish PLCs, extensive work has been done to assess the success of the program and adapt to the new DUSD graduation requirements – which states that every student must complete a minimum of two years of a world language. The World Readiness Standards for learning languages creates a roadmap for the LOTE department to guide students by making connections and comparisons to establish competence to participate in a multilingual world. The curriculum follows themes that are connected to the themes and subthemes students will cover in AP Spanish courses. This allows students to develop their vocabulary and knowledge about specific topics before beginning an Advanced Placement course in the target language.

Warren has seven CTE courses that use industry standards and Project Lead the Way curriculum standards for meaningful, relevant, and viable curriculum, using the CTE Standards for California Public Schools as a foundational

Science Curriculum Maps and PD Calendar

Conceptual Physics Course Description

LOTE Curriculum Maps

CTE Files

curriculum. Three of the seven pathways - computer science, engineering, and biomedical pathways - have also adopted curriculum developed by Project Lead the Way (PLTW). Each program needs to provide a viable pathway for each student as an introduction course, along with an intermediate or concentrator course, and finally, a capstone course. Since the last visit, several of the CTE courses have been designated "a-g", and all are meant to provide opportunities for dual enrollment in a college course for the CTE subject they are taking. With the "a-g" designation, students now have more opportunities to complete CTE courses while not getting off track for college. Another priority for CTE is to provide a base for learning a career that will provide jobs in industry upon graduation. The CTE PLC puts a strong focus on developing a curriculum that provides certifications for each of the seven pathways.	Articulation Agreements
The PE department is currently unpacking the California State Physical Education Content Standards. Distance Learning has actually fostered collaboration and common lessons, aligned with the standards, for the PE department. During this 2020-2021 school year, PE teachers worked together to find several videos with common assessment questions tied to each of them. The department also gives a weekly quiz that can assess students on anything from sleeping habits, to eating habits, to heart rate, etc. The PE department hopes to use this time to build on future lessons and assessments aligned with the standards.	PE Curriculum Maps
The Visual and Performing Arts Department follows the California Arts Standards. PLCs have worked hard for students to show proficiency and mastery through all types of activities that relate to the standards, including write-ups/critiques, portfolios, etc.	VPA Curriculum Maps
The Business department uses a curriculum that meets the California CTE Model Curriculum in Business and Finance. The program provides the knowledge and skills that students require prior to continuing education in college-or-career. The strengths of the program lies within the breadth of the unique courses, ranging from Entrepreneurship, to Finance, to Accounting. The program is tailored to meet the demands of students who are focusing on attaining a degree in Business Administration in college.	
AVID provides a curriculum that meets the standards and requirements for an AVID certified site. With some modifications to make the standards and curriculum more relevant for the particular needs of students preparing to enter the CSU or UC system, the AVID PLC works to provide a comprehensive, whole-student education that helps students with academic skills so they can meet the needs of rigorous coursework provided at Warren High School, as well as social-emotional skills to develop coping strategies and stress management skills in a society where more and more youths are plagued by anxiety. Because the AVID elective courses focus on individual needs as well as foundational skills for success, the curriculum of each class is tailored to prepare students for the long term access to the university system, as well as ensuring that students become more and more self-sufficient throughout their high school careers.	AVID PLC Documentation

B1.2 All departments and courses have aligned with the corresponding state or national standards. Additionally, the changes to district graduation requirements to match the UC "a-g" requirements pushed Warren to make as many courses "a-g" certified as possible. As of 2021, over 95% of course are "a-g" certified. RSP and SDC classes in the Special Education department are aligned to the CCSS, as are the general education courses. However, given that they are modified courses, they do not meet "a-g" requirements (with the exception of Conceptual Physics) . To address the needs of students with IEPs and still provide a path to diploma after the new graduation requirements take effect, the district has contracted with WestEd to develop Co-Teaching cohorts in English, maths, and sciences. The curriculum for the co-taught classes is the same as other general education courses, but is taught by a pair of teachers, one general education, and the other special education. Approximately one third of the class is made up of students with IEPs and scaffolding and other strategies are used to deliver rigorous curriculum that is accessible to all students. The expectation is that the class of 2022 will see more students with IEPs meet the 'a-g' eligibility requirements, and that that phenomenon will continue to grow as the co-teaching model is more widely distributed throughout the core. The Downey Unified School District uses the 21st century learning skills model (*creativity, collaboration, critical thinking, and communication*) as a guiding force behind everything done to get students globally competitive and ready for college and career. They have also added *character* to the list of skills since the district has a strong emphasis on *Character Counts!*. Warren has used these 21st century learning skills to create Schoolwide Learner Outcomes that pertain to the students and culture of the high school. These were created during the last self-study and still accurately pertain to the students and culture of the school. *WHS Schoolwide Learner Outcomes* *Be a Critical Thinker* *Effective Communicator* *Academically Empowered* *Ready for College and Career* *Students of Character* Warren teachers truly believe that these characteristics will prepare students for college and career. Department curriculum and instruction reflects many, or all of, the SLOs. **English** PLCs have either chosen, or are in the process of identifying, essential standards to align the curriculum. The ERWC curriculum from the CSUs has helped determine what basic skills college freshmen will need, and the curriculum is designed to establish those reading and writing skills. The English 9 PLC has even organized their curriculum map/pacing guide to	Master Schedule DUSD Course Catalog Master Schedule Co-Teaching PD Schedule and Resources SLO Poster ELA Essential Standards

provide built-in time to reteach skills that students struggled with through literature and poetry.

When selecting a curriculum to support student language acquisition, careful consideration was taken to make sure the curriculum was aligned to both CCSS and the California ELD standards. Through the use of common rubrics and strategies that maintain rigor while helping students meet "a-g" requirements, the ELD PLC has been able to receive UC approval for their coursework as an English course equivalent.

EDGE Curriculum

In the **Math** department, district-monitored and supported curriculum maps have been developed for grades 6-12 in the integrated mathematics model. Essential standards and guaranteed skills have been identified for each level so that a student is set up for success in meeting standards as they move through the integrated mathematics model. However, the essential standards were going to be revisited in Spring 2020 and due to closures this will be carried out once we return to campus.

Math Essential Standards

While CCSS have been implemented into the **social science** curriculum for several years now, PLCs still try to find the perfect mix between the No Child Left Behind content standards (which textbooks are aligned to), the new state framework, and common core standards. PLCs discuss ways to use the DBQ Project in their curriculum, whether it would be with writing essays, or just analyzing and annotating documents. PLCs also discuss short answer questions that are added to all assessments to keep the curriculum rigorous for all students.

Curriculum Maps/Pacing Guides

When the NGSS were ratified and the Frameworks completed in 2016, district-wide reform of **science** education began at the middle school. All science teachers involved were offered the opportunity to be a part of the process of writing the curriculum. That curriculum is constantly being scrutinized by the PLCs, always adapting to the needs of the students and adjusting for time constraints. PLCs also routinely look for new experiences and phenomena through which to teach concepts and skills so that it is most relevant to the real world.

Science Curriculum Maps

B1.3
The concepts and skills taught are structured around the academic standards, college-and-career readiness standards, and the Student Learner Outcomes. Warren teachers have put a strong emphasis on *Be Critical Thinker* since the district incorporated a *Focus on Learning* program at each school. Warren teachers were asked to vote on one skill that should be a central focus of all curriculum and instruction, and *Critical Thinking* was chosen. The PLCs continue to play an integral role in incorporating critical thinking into all instruction and assessing critical thinking in a variety of ways.
Students are encouraged to apply the SLO-based skills set in an employment setting. The MADE program, provided by the district, offers summer employment opportunities for 11th graders during the summer prior to their senior year. In 2019, paid on-campus jobs were given to 20 students through The Bayha Group, a district liaison that assists with grant writing and procuring funds to support students' college & career readiness. After completing the

SLO Poster

ILT Timeline

application process and undergoing training, students worked in the Student Resource Center or did event planning for up to 120 hours per student. Students kept an activity log, reflected on and presented about their experiences at the conclusion of the semester. Unfortunately, the funding source through the County is no longer utilized by The Bayha Group, but in 2021, The Bayha Group provided a grant to continue the work for two students who will be providing peer tutoring for math and science through our Virtual Resource Center.

Be a Critical Thinker

With a focus on critical thinking, Warren teachers voted on and selected two strategies to help with the skill; questioning strategies and interacting with the text. Teacher/Peer-led professional development was then created for teachers to learn different ways to develop higher-level DOK questions, to help students develop higher-level questions, and to help students learn different ways to interact with texts. Also, PLCs were asked to include more critical thinking on assessments; which included, but was not limited to, adding constructed response questions, adding stimulus questions, assessing via essay writing, etc. The Critical Thinking strategies identified were the focus of Walkthroughs.

Effective Communicator

Warren values *First Best Instruction*, meaning that teachers strive to help students become proficient with the content after the first time the content is presented. The district also has used *First Best Instruction* as a focal point of professional development with an instructional focus. Many PLCs and/or individual teachers have tried new ways to teach and assess content, including approaches that promote student discourse. English and Social Science teachers often use socratic questioning strategies to promote critical thinking and articulation of student thoughts; with some classes involving themselves in debates or Socratic seminars. Science and Math classes often require students to present their lab findings or share their problem-solving steps within small or large groups. Other classes create mock interviews. Student-driven instruction is one of the core components of *First Best Instruction,* and more student voices are heard in classes now than a decade ago.

Academically Empowered

Students who are empowered are students who practice agency over their own learning. Warren students have the power to attempt rigorous courses with the AP programs, dual enrollment options, CTE pathways, and a long list of electives to explore their interests. WHS offers a plethora of co-curricular groups or activities (or start their own), and are encouraged and provided with tools to self-manage and regulate their academic performance. Students have tutoring available late in the evening so that they may access academic support even if they play sports. Students are encouraged to retake courses to improve their grade and GPA in "a-g" certified courses. Summer school course offerings are provided to create space during the regular school year to participate in AVID, Link Crew, ASB, or other courses they are interested in. Counselor appointments can easily be made to discuss academic plans, options, questions and concerns.

MADE Program Site

MADE Parent Orientation Flyer

Instructional Rounds Education (Walkthrough PD)

FBI Visual

FBI Discussion Slides

Master Schedule

Tutoring Schedule

Summer School Master Schedule

Counselors' site

Ready for College and Career In the course of preparing the students and school for the new "a-g"-similar graduation requirements, courses in the master schedule that were not previously "a-g" approved have either gone through a restructuring process so that they meet the demands of the UCOP requirements to be an approved course, or they have been removed from the master schedule. Additionally, care has been taken to expand the CTE pathways so that they provide meaningful experiences for students to pursue a variety of post-secondary options.	CTE Course File After School CTE classes Course Catalog
Students of Character and Cave Code DUSD and the City of Downey have adopted the *Character Counts!* Program from the Josephson Institute. The six pillars of character, Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship, are displayed frequently around campus as well as throughout the district and city. Part of the program is to hold a *Character Counts!* Week in October to demonstrate the six pillars and showcase good character on campus. During this time, teachers are encouraged to incorporate character education into classes. Additionally, the school has a *Character Counts!* Committee made of students and staff that meets at least quarterly to discuss issues on campus related to campus character.	Positive Behavior Support Data (Refer to Ch 2)
The Positive Behavioral Interventions and Supports (PBIS) team at Warren has been strategically working with staff and students to incorporate behavioral expectations that are explicitly communicated and modeled by students and staff members. In the 2019-20 school year, the development of "Cave Code" was introduced to communicate expected codes of conduct. The word "CAVE" was used as an acronym (*Committed, Accepting, Valued, Engaged*) as a creative way to express these desired behaviors for our staff and students. The PBIS team, working in collaboration with staff and students, plans to keep developing "Cave Code" by citing examples of what this code of conduct looks like in various settings around our campus (classroom, quad, cafeteria, stadium, etc.).	PLC Documentation
B1.4 Integration among the disciplines is sporadic, but present. When *critical thinking* was chosen as the school's instructional focus, many Math, Science, and Social Science PLCs met with English PLCs to discuss techniques on writing essays, constructed responses, and annotation strategies. For instance, while English frequently uses the ACE method to *Answer, Cite, and Explain* a constructed response question, Science developed a similar CER method to state their *Claim, Evidence, and Reasoning.* Some Social Science classes also use ACE when teaching students how to answer text-based questions, as well as CATCH (Circle, Annotate, Talk to the text, Capture the main idea, Highlight evidence) strategies for annotating, or Close Reading comprehension activities.	
Through the use of instructional coaches, instructional strategies are being implemented across disciplines. Instructional coaches often hold open meetings for any teachers to attend, and oftentimes the teachers are from a variety of different PLCs. Each meeting run by these coaches has a theme, and teachers can share strategies they use in class based on that theme.	Professional Development Schedule (Staff PD tab)

Since becoming an AVID site-wide school, the AVID coordinators have set up an AVID Site Team (consisting of about 25+ teachers) who meet once a quarter to discuss schoolwide AVID strategies. This promotes informal discussions between teachers about how to implement AVID strategies in all content areas. AVID strategies are research based and the success is evident in the 94% a-g rate among AVID seniors. Over the last five years, several AVID teachers have led teacher PD and during one session in August of 2017, AVID students led PD to teach how to use Collaborative Study Groups to teachers. AVID WICOR strategies will continue to be embedded in schoolwide PD.	ILT Timeline AVID PLC File Professional Development Materials
Other informal integration has happened because of our now regular routine of schoolwide walkthroughs. Over the past few years, the Instructional Leadership Team conducts quarterly walkthroughs to give teachers an opportunity to see how our school focus, *critical thinking,* is implemented across all content areas. Briefing and debriefing gives teachers a chance to talk about how certain strategies they saw in one content area could be used in their own instruction.	Walkthrough Schedule Walkthrough Focus Qs Instructional Rounds Ed
Warren CTE classes are composed of a number of disciplines – animation, engineering, biomedical, construction, film, computer science, and culinary, photography, and makeup artistry. With so many different programs and curricula involved, the goal is to find commonalities between them all, and also work to incorporate all eleven CTE standards. Technology, however, is something that all CTE teachers use to some extent, and that is something that the PLC tries to focus on when working together.	
B1.5 Warren HS has a partnership with Cerritos Community College in which Cerritos sends representatives to assist our students complete their College Applications. Cerritos also provides more one on one assistance through their Cerritos Complete Program. This program provides students with two years of free tuition and priority enrollment. Cerritos and Rio Hondo College also offer courses on the Warren campus throughout the school year, usually held two days a week after school. This allows Warren students to get a head start on college credit.	College and Career Center File
Counselors visit the feeder middle schools in the Spring to assist the incoming 9th graders with selecting their classes for 9th grade (Registration). During these visits counselors also inform students and parents about the variety of programs and opportunities that their student will have in high school.	9th Gr Registration
Future freshmen also have two opportunities to visit the Warren campus during the school year. First, during Open House (spring semester), freshmen can come participate in Future Freshman Night. Hundreds of families participate in an assembly that features all Warren special programs, including athletics, ASB, Link Crew, Band, Choir, Cheer and Dance, CTE programs, and much more. Students and families are then welcomed to tour the campus, visit WHS Club booths, and meet with counselors or teachers regarding any questions they might have. A second option to visit the WHS campus comes in the form of a CTE Day. Future freshmen from the feeder schools take a field trip to see all of the CTE programs show off what they have to offer. The visit includes a	Future Freshman Night Flyer Transition Guide ILT Timeline Feeder School Visitation PD Agendas

CTE assembly, games with many of the programs, classroom visits, and a Q&A.

Each school in the Downey Unified School District has an Instructional Leadership Team (ILT), or a group of teachers who strive to implement an instructional focus schoolwide. Every teacher who is a part of this team has visited at least one other school in the district via walkthroughs, with each day beginning and ending with briefing and debriefing sessions with members of both staffs. In addition, several middle school teachers and counselors joined Warren's walkthroughs throughout 2018-2019. Spots were intentionally held in the schedule so we could continue the articulation and broaden the exposure to our programs.

In 2019, all of the administrators who are in Warren's feeder pattern came together and formed The *Westside* Articulation Team. Our first meeting luncheon was held in October at Stauffer Middle School. All schools in the WHS feeder pattern were represented and we had a great time getting to know each other better and discussing how we can support each other (especially for our students transitioning from elementary to middle and middle to high). We also agreed to make an effort to continue walkthroughs between our sites and brainstorm additional ideas for the enrollment growth to increase the number of students in our feeder pattern matriculating to Warren.

In December, our 2nd vertical articulation luncheon was held at Griffiths Middle School. The group shared out there CTE pathways and clubs that each school had and we looked for commonalities. This particular articulation led Warren and the two middle schools to create a 6th-12th grade Engineering Pathway. The articulation was completely teacher led and was some of the strongest articulation between the three schools that there has been.

Our last articulation luncheon was held at Warren in March 2020, a week before the school closed down. Administrators arrived and changed into Warren gear. They then broke into groups and visited our CTE and VPA classrooms for a hands on experience. Administrators filmed announcements in our film studio, checked out the tools in construction tech and eventually ended with a lunch prepared by our culinary arts students and served by ASB.

The extent to which the different departments engage with the community or articulate with stakeholders varies. Math and Science work closely with the other high schools, and have engaged in visits between the middle schools, elementary schools, and high schools to better understand how the various groups can support each other.

The English department actively reaches out to our two feeder middle schools each year, providing them information, expectations, procedures, and protocol to encourage outgoing 8th graders to attempt an honors English class during their freshman year. Summer curriculum assignments are provided to them to prepare for the upcoming year. In English 9, there have been meetings with the middle school English teachers to articulate our curriculum from the 6th-9th grade to help with the high school transition.

Middle School Engineering Articulation

Articulation Diagram

Walkthrough Schedule

Pathway Diagram

Westside Articulation File

The annual DUSD College Fair consists of over 60 universities including CSU, UC, private, out of state, and international schools, and typically has over 2,000 attendees. This event is open to the community and is a great way for students and parents to be exposed to the array of options when it comes to choosing a college. The College and Career Center also organizes college presentations where college outreach representatives from all over the country present to students. These presentations are open to all grade levels and typically take place throughout the fall semester. Students have the opportunity to connect with outreach staff from various universities and learn all about the application requirements, campus life, major offerings, tuition cost, financial aid options, and other pertinent topics.	College Fair and College Presentation Visits "Bears' Path to College" Poster
The LOTE Department articulates curricular programs and expectations with its feeder schools through our Heritage Placement program. Students and parents receive information about the alternative Heritage classes offered at Warren High School through fliers that are sent home and dialers that communicate the information to parents. Additionally, every teacher has posted in their classroom a "Bears' Path to College" with the two-year World Language requirement to communicate to students the expectations for graduation. During our Open House the World Language Department held an Expo not only for current parents and students but future Warren students as well. Fliers were available to make parents aware of curriculum options and graduation requirements through our department.	LOTE Curriculum Map
The Business department uses Online Financial Literacy through EverFi and CWPubOnline, which is provided by Financial Partners Credit Union, to allow students to understand banking, credit scores, owning vs. renting, investing, income & employment, insurance, and financing higher education. The Business department also enters into a local business Olympics competition organized by CSU Fullerton, wherein students participate in five events ranging from stock market investing to small business competitions. In addition, the Business department engages in Bite of Reality provided by Downey Federal Credit Union to show students real-world of managing one's money. Warren also has articulation with Cerritos College with the Accounting class to meet the (2+2+2), which allows students to meet the prerequisites for some classes in college. Businesses also constantly remind students that about 25% of all college degrees are involved with business.	Articulation Agreement
Unified Sports integrates special ed students with general ed students to participate in a variety of sports such as; cheer, basketball, track, swimming, and bocce. This program gives the opportunity for special ed students to participate in competitive sports alongside gen ed students, where in the past they were unable to. In the past two years, Unified art and PE classes have been added into the master schedule.	Unified Sports File
Through the IEP process all Special Ed students are given assessments to determine Post-Secondary goals to develop an Individual Transition Plan. The students are provided with resources in the community (e.g. Dept. Of Rehab, TLC) to foster a positive transition to community college, technical schools or DUSD's Adult Transition Program (mod-servere program). Parents are involved in the transition process from middle school to high school through	IEPs Downey Adult Transition (DAT) program Info

the IEP process. From Elementary through High School, parents, teachers, and staff are involved in the transitioning process via functional academics and Community Based Instruction (CBI). Our specialists are dedicated to the development of our students and often at times expand their support for skill-development in the community and not just on campus, such as our behavior specialist and speech and language therapist. The goal of our students in the moderate-severe program is to follow a curriculum that builds a skill set that allows students to become as independent as possible using their individual strengths.

The WHS College and Career Center works with local colleges, universities, and technical schools to create articulation as and when it is possible, especially for engineering and computer science. All students have access to the college and career center which provides assistance with college applications and reviews college requirements with students. The center provides insight into requirements of CSU, UC, and other universities. The center works hard to create and maintain relationships with community partners and resources. They have formed relationships and articulation with local colleges that enables students to receive college credit for their high school classes.

The CTE department, specifically the Engineering program, has worked with middle schools to provide Engineering content to 7th and 8th graders. The main reason for this was because students who entered high school would often take an engineering class their freshmen year, however they would not continue with the program for one of several different reasons. Therefore, "completer" numbers were low, or those who started the CTE pathway would not be able to fully "complete" the program. The Engineering teacher, administrators, district personnel, CTE consultants, and the feeder schools worked to give students a better opportunity to "complete" a pathway. In all, the decisions were to create a 7th and 8th grade class that would give students the basic principles of Engineering to help them in high school. In the future, the hope is for the 8th grade class to count as one piece of the pathway, therefore students in high school would have a better opportunity of completing the three-year Engineering pathway in only two years. Discussion like this are always ongoing with everyone involved.

DUSD has adopted the Project Lead the Way curriculum for several CTE pathways, which is implemented from the elementary level through high school.

Unique Learning Systems (ULS)

CCC Canvas Classroom

College and Career Center File

Articulation Files

Course Description in Course Catalog

B2.   Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1 Warren has a variety of adequate practices in place to help students make appropriate choices and pursue a full range of educational and career options. Through a variety of programs and pathways, students receive an individualized education, and all programs and pathways offer appropriate choices and opportunities for students as they prepare for their postsecondary education. Over 95% of courses at Warren meet the "a-g" requirements.	Master Schedule
The College and Career Center, along with the school library, offers college and career exploration with Eureka, a program that helps students navigate different college and career options based on their personality and interests. All AVID students are required to use the Eureka program at least once, and many 9th and 10th grade teachers sign their classes up for this workshop as well. The College and Career Center also offers assistance with college searches, application workshops, SAT registration, and provides information on financial aid. Students can also get information about trade schools, military options, and other career opportunities.	College and Career Center Calendar Guidance Gazette Eureka Sign ups
The guidance office (nine counselors) also offers students an opportunity to make appropriate choices in pursuing a full range of realistic college, career, or other options. Counselors meet with all students during the spring semester to discuss plans and goals for the following year and upcoming summer. A list of all available classes is given to the students, and counselors answer any questions students may have regarding their potential schedule. All students are required to see their counselor at least twice during this process, once in a group setting and once for a one-on-one meeting. Counselors adjust and make recommendations for program participation based on realistic expectations and	Student Registration Forms- gr 11

the students' interests and future goals. During registration, counselors review transcripts with students to evaluate progress toward their goals.	
Counselors, students, parents, and teachers also have access to a student's Spotlight Report. This report is a multi-page document that helps guide the student to college-and-career: included in the report is the student's GPAs, classes they need to take to meet the "a-g" criteria, possible college matches, career exploration resources, and much more. Every student and parent has access to this, and counselors print them out and staple them to their registration packets during their classroom visits.	Spotlight Report Master Schedule
The Warren AP program currently offers 22 advanced placement courses and 9 honors courses that meet "a-g" requirements. The AP program follows the "equitable and accessible" model that the College Board promotes. Any student who wants to challenge themselves in an AP course can do so: however, it is recommended that students show mastery in prerequisite skills and also receive a teacher's recommendation.	Certification documentation SkillsUSA Flyer
The Warren NCAA tutoring program for prospective NCAA student-athletes has been running since 2015. For more on this, please see chapter one.	
In addition to college preparation classes, Warren's CTE pathways and programs provide pre-technical training for students in specific careers. Students are able to practice these technical skills through the SkillsUSA competitions. Also, CTE programs articulate with two and/or four-year colleges. Several CTE courses allow students to pursue professional certifications.	Walkthrough Schedule and Observation Qs Certifications
B2.2 Warren High School offers numerous programs and practices to ensure the highest possible rate of student success. All have been designed to have an appropriate level of rigor, relevance, and real-world application, and PLCs ensure that all students have access to the same curriculum. To encourage classes remain rigorous and relevant, the staff is consistently sharing best practices in the PLCs. Collaboration between staff and administration, through class visitations and formal observations, offer the opportunity to self-reflect and continue to improve methods that promote real-world applications for student learning.	Teacher Evaluation procedures
With the help of counselors, teachers, and parents, students can pick their classes accordingly during the registration process in the spring semester. Counselors go into classrooms and present on the graduation requirements, university admissions requirements, and post-high school options. Administration and PLCs have provided that all courses shall be appropriately rigorous for students, providing students with the skills and content knowledge that will prepare them for a variety of post-secondary options. Due to the nature of the new district graduation requirements, all students are gaining access to the full array of "a-g" courses and the necessary support to see success in those courses.	Student Registration Forms- gr 12 Master Schedule
To provide access to rigorous curriculum for all students, co-teaching teams in	

English, Mathematics, and Science have developed scaffolded classes that provide inclusion opportunities for students with IEPs. While the curriculum in these classes is the same, students receive increased support because there are two teachers in the class and a variety of strategies can be brought to the table through the expertise of both teachers.	Co-Teaching Resources
Our special education department offers the full range of supports for our students with IEPs with the intention of providing rigorous experiences at their individual levels.	Continuum of Options
The moderate-severe program includes functional academics and vocational curriculum. Within this program, we have a group with moderate-level academic abilities but strong social skills; these students are highly encouraged to mainstream into gen ed classes, core and electives to build their social and academic skill sets for credit/no credit. The special education teacher works with students' counselors and gen ed teachers to develop a schedule that gives them the high school experience of going to 6 different teachers as much as possible while the teacher and support staff monitor students' progress and needs. This group is strongly encouraged to self-advocate and attend to their needs using the whole campus, versus coming to their teacher for everything, even if they have an adult assistant to support them.	Students Schedules *Unique Learning Systems* Curriculum
Another group that falls closer to the severe-needs category and is in a self-contained class with community-based instruction as well. This setting is similar to the SBC setting but this group does not display severe behavior needs.	
Examples of classroom/curriculum rigor and real-world applications:	
English and **ELD** teachers use many annotation strategies, but the most popular is the CATCH annotation strategy (Circle words you do not know, Ask questions, Talk to the text, Capture the main idea, Highlight important information) to help interact with articles and excerpts. ACE (Answer, Cite, Explain) is used as a writing strategy to promote argument from clear evidence. PLCs work to provide up-to-date, real-world and relevant articles to prepare them for post-high school endeavors. Students are not just responding to literature and philosophical ideas but are also using the ERWC to develop arguments, hone and sharpen rhetorical writing, strengthen grammar, etc. Teachers emphasize the importance of proper communication through writing to all future educational and career options.	PLC Shared Drive ELA Curriculum Maps Student Work
Math and **Science** teachers use writing skills to help students articulate the *how* and the *why* of the problem and/or solution. Courses also incorporate the use of models to represent data in real-world situations. For instance, in the Introduction to Data Science class (IDS), students think critically about data in all different forms, and includes the collecting, analyzing, interpreting, and modeling of data.	Master Schedule Curriculum Maps
In the **Social Sciences**, teachers cover larger themes of history that are relevant to the real-world. World History starts the year with a unit on the development and importance of democracy, US history connects past events to present positives and negatives of society, and Government/Economics classes teach	Student Work

students to use critical thinking when looking at social, political, and economic issues.	
	[Curriculum Maps](#)
The **AVID** program provides opportunities for students to explore potential career pathways. AVID 10 classes write an extensive research paper about a career of interest that includes coming up with an educational plan that will get them to their goal. The recent implementation of *Thrively* online resources provides students with a substantial personality test that helps match them with careers and a plethora of information about each.	[SkillsUSA Flyer](#) & Accolades
Students enrolled in **CTE** programs are learning skills every day that will be applied to their real lives. Students are often faced with real-world problems that require real-world solutions. Through DUSD's *MADE* Program, students apply, interview, and get a paid summer job within the community to apply their skill set in the real world. During the school year, with funds from a grant, students who apply, interview and meet criteria receive pay for on-campus jobs such as peer tutoring and campus event coordinator assistants. The latter programs provide students with real life skills by having them keep an activity log which they later use to reflect on their experience and present to a select audience of supporters.	[MADE Program Site](#) Bayha Group Grants
Clear communication and collaboration amongst all stakeholders in a student's education is fundamental to ensuring that students are equipped with a learning plan to attain their goals. Counselors and teachers work closely to provide multiple opportunities for students and parents to play a significant role in the student's learning plan.	Correspondence: Email, Dialers, etc.
Counselors visit feeder middle schools to discuss high school as a whole, especially information about "a-g" requirements. Since the district wide goal of graduation requirements matching "a-g" requirements, the district has provided many opportunities for middle school students and parents to be aware of high school "a-g" requirements. Warren's *Future Freshmen Night* is another opportunity for students and parents to obtain information about their student's options (see prompt B1.5). The collaborative relationship between all stakeholders concerning the academic program and extra-curricular activities is initiated at this event.	[Parent Partnership Academy- gr 10](#) [Future Freshmen Night Flyer](#)
During the few days before school starts (mid-August), incoming ninth graders are given the opportunity to become very familiar with the Warren campus and culture during Link Crew's freshman orientation. Here, the Warren principal will give a speech, challenging freshmen to earn both a high school diploma, a college acceptance letter, and complete a CTE pathway. High expectations are the norm and are presented to students as they create their personal learning plan.	Link Crew Marketing Materials
Parents have many options to keep informed of their student's academic process. Progress reports and/or report cards are sent out every five weeks and grades can be viewed via *Parent Connect.* All information regarding class schedules, graduation requirements, attendance, course history, report cards, student demographic information, and much more can be found online. Once parents create an account, they can monitor their child's overall progress at any	Parent Partnership Academy [Gr 9](#), [Gr 10](#), [Gr 11](#), [Gr 12](#) (all available in spanish)

time. Grades can be monitored via Q and Canvas' parent portals.	
During the registration process in the spring, parents are required to sign off on the planned course schedule. Transcripts are reviewed and students get a refresher on what they need to do to accomplish their goals. Furthermore, IEPs are held as needed for Special Education students and transition plans are created by the IEP team to ensure student success after high school.	Student Registration Forms
The College and Career Center works extensively with students interested in serving in the military, attending vocational schools, colleges, and universities. The College and Career technicians guide students and their families through the process of completing competitive applications. Coursework, service hours, clubs, and extracurricular activities are highlighted in these applications.	College and Career Center File
B2.4 Warren has implemented multiple strategies and programs designed to provide a smooth transition to a variety of postsecondary high school options. CTE, AVID, NCAA Clearinghouse, AP courses, honors courses, and general college-prep courses are examples of programs in place to provide students the skills necessary to enter the next phase of their education and/or career. While these transition programs are in place, accumulating data on graduates entering college, career, and other post-secondary options is an area of improvement for the school.	CTE Articulation Agreements NCAA Clearinghouse Documentation
AVID is a great example of teaching strategies to facilitate transitions to college. Students in AVID receive structured support to meet "a-g" requirements and advance to a four-year university, but the AVID program provides much more than support in the classroom. Field trips are scheduled to local colleges, guest speakers are scheduled on and off site, and all students have access to SAT prep classes.	AVID Certification File
Warren High School's College and Career Center provides students a place to research colleges and vocational programs, get help with application processes, choose appropriate classes, write effective resumes, and learn about NCAA athletic requirements. They also host college and university admissions staff for informational meetings, organize college visits and field trips, and arrange guest speakers and mentors to provide seminars and workshops for Warren students.	College and Career Center File
Warren strives to provide a large number of AP courses to help students earn college credit early. Furthermore, Warren works with select local colleges and universities to provide career pathways that include admission to programs at the postsecondary levels after completion of the high school program. The 12th grade ERWC class gives students who are not college ready the opportunity to validate and meet entry requirements for college credit-bearing coursework.	Master Schedule
CTE programs, through articulations and work with industry, support students in the transition to college and career.	CTE Articulation Agreements
All Special Education students complete a four-year plan with their counselor and transition plan/IEP with their IEP team.	

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Areas of Strength

1. PLCs implement a rigorous standards-based curriculum that is aligned with all state standards and frameworks

2. A variety of "a-g" courses are offered to provide flexibility in the scheduling process

3. PLCs take part in frequent reviewing and refining to keep curriculum rigorous, accessible, equitable, and up-to-date

4. Warren offers different college-and-career ready curriculums, including twenty-two AP classes and nine CTE Pathways

Areas of Growth

1. Essential standards need to be identified in all PLCs & aligned to support ELA & Math

2. Provide cross-curricular & vertical collaboration opportunities for PLCs

3. Continue building resources and trainings to help with the implementation of technology into the curriculum

4. Continue to expand the co-teaching model for special populations to access the "a-g" curriculum (i.e. EL, students with IEPs, and at-promise)

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C1.1 Students at WHS are offered a variety of programs and course selections to meet their academic needs, all of which provide rigorous and relevant work across the school. All classes seek to achieve rigor by using the Common Core State Standards (CCSS) and the Schoolwide Learner Objectives (SLOs), with *Be a Critical Thinker* as the main instructional focus after being voted on by our staff. In each of the core departments, the Common Core Content Standards are fully implemented. Warren teachers collaborate in their PLCs to ensure that academic standards, college-and-career readiness standards, and SLOs are being met through challenging lessons and a clear delivery of instruction. Along with the CCSS and the SLOs, the Downey Unified School District has also identified five 21st century learning skills students need to be globally competitive: creativity, collaboration, critical thinking, communication, and character. These were taken into consideration when choosing the SLOs, which are: **B**e a Critical Thinker **E**ffective Communicator **A**cademically Empowered **R**eady for College and Career **S**tudents of Character. Much of the curricula adopted by Warren departments was created by universities with the intent on preparing high school students with the rigor of college instruction. Warren PLCs take pride in providing instruction to prepare students for their post-secondary lives. Here are some examples of how PLCs/Departments provide challenging and relevant learning experiences: All English teachers use an Expository Reading and Writing Curriculum (ERWC), which covers most of the CCSS and promotes critical thinking while	SLO poster Staff vote Curriculum Maps/Pacing Guides Walkthrough Notes DUSD Website or "Vision Poster" SLO Poster ERWC Curriculum

reading and writing. Within the ERWC modules, students must routinely establish a claim and support it with evidence. Students also interact and find meaning with texts through annotation strategies, then synthesize the information in different ways. Common core standards not covered in the ERWC modules are then covered through other literature sections, such as short stories, poetry, and plays. Effective communication skills are shown through aspects of all lessons that require collaboration with peers, presentations, and reflections.

The English Language Development department (ELD) uses much of the same curriculum and strategies as the English department. In addition, many ELD students are required to reflect on their work in their ELD class, or during one-on-one meetings with ELD coordinator and mentor.

The Math department has fully transitioned to the CCSS since the last WASC visit. Also, Math PLCs started implementing constructed response questions into their curriculum to increase student rigor. Many math teachers, in addition to checking correct answers and correct work in problem solving, have also developed ways for students to better understand the content through interactive note taking.

The Math department's most recent course addition is CSU's Math Reasoning with Connections (MRWC). This course is a 4th year course that serves to bridge the 3rd year math with college level math.

Colleges place a higher value on problem solving skills rather than pure content, resulting in the science department using common labs to foster those skills. Many of the sciences have integrated elements from different scientific concepts; for instance, chemistry classes have pieces of earth science in their curriculum. Science curriculum across all levels incorporates rigorous learning experiences that ask students to evaluate real-world phenomena and apply content specific knowledge or skills to analysis of the relevant events happening today. This is done through laboratory experiences, testimonials or articles from periodicals or professionals in the field, and exploration of content through research and development of solutions to local and global issues. The goal with these experiences is to give students the critical thinking skills to be able to practice global citizenship.

Social science teachers have given a strong focus on historical writing over the past several years. The US and World History PLCs are required to complete quarterly Document Based Question projects (DBQs). Students are given multiple sources of texts, charts, maps, art works, or other excerpts of information to create a thesis and support it with evidence in a five-paragraph essay. The DBQ project provides rubrics, however some PLCs have developed their own rubrics either to give a stronger focus on a certain part of writing, or to be more conducive to the students' skills. The DBQ project has provided teachers with numerous documents and resources to write essays, however many Social Science teachers also use these documents to have structured debates, to teach historical reading, and to teach about perspective in history. You will find many teachers using the Stanford History and

ELA Curriculum Maps
Student Work
Teacher Resources
ELD- Evidence: Reflection Sheets and Journal Reflections
Student Work
Math Curriculum Map
Assessments
MRWC FAQs
Shared Drives (Google)
Science Curriculum Map
Student Work
Instructional Segments (planning calendars)
Periodicals/Articles in the Shared Drive
Shared Drive (Google and Network)
DBQ Project

Education Group (SHEG) curriculum to help with critical thinking in the classroom. Constructed response questions can also be found on all common assessments throughout the department.

In the VPA department, students are challenged with relevant learning with art projects and activities that allow them to practice critical thinking skills, choose and make decisions about art project themes, discuss and revise their ideas with classmates and the teacher, evaluate and critique their own artwork, and critiquing and analyzing artworks from various art periods. Teachers observe students and make on-the-spot modifications to assist or challenge students in their art-making.

As if learning a new language wasn't challenging enough, the LOTE department uses cross curriculum lessons from real-world settings to challenge students. One example of a cross curricular lesson that is done during the second year of Spanish is a Cooking Project. This project is an example of cross curriculum integration by combining Spanish language and culture with our CTE program of Culinary Arts. The students write a recipe using the grammar topic of commands and then they record themselves cooking and utilizing the commands.Vista Higher Learning (VHL), an online version of the textbook, offers activities to accompany the text such as vocabulary practices, short films and literature, "soap opera"-style series that show real world scenarios, etc.

The Business department tries to relate everything the students do to the real-world. Teachers tie all activities to three different real-world themes: day-to-day accounting, business planning for entrepreneurs, and personal finance.

The Special Education department provides students with challenging learning environments and appropriate support and accommodations. Student IEPs outline the appropriate level of support needed in order for the student to succeed academically. The IEP is used to communicate the student's eligibility and learning plan and strategies with all teachers and parents.

Each CTE class falls under its own discipline aimed at teaching a specific skill set. The CTE courses are designed to assist students in the pursuit of trade school certification, a college degree, and/or employment at an entry-level position. To achieve these goals, CTE classes must be challenging and rigorous for students to succeed in future endeavours. Every lesson, project, or other activity is designed specifically to challenge the student with new and more difficult criteria with each passing assignment. The student is, therefore, forced to think critically and learn to communicate to achieve the best outcome on their assignments. CTE programs are also connected to an advisory council made up of industry partners.

Warren HS in the last few years adopted the co-teaching model to provide a challenging and equitable learning environment in the gen ed setting with a gen ed teacher and special ed teacher. The primary student focus group is students with IEPs but all students in the learning environment benefit from

SS Curriculum Map

Student Work

PLC Curriculum Map

Student work

PLC Curriculum Map
Student Work

PLC Curriculum Map
Student Work

IEPs

Articulation agreements

Student Work

Student Portfolios

CTE Project Outlines

Advisory Council/ Industry Partners

Master Schedule

this teaching and learning model. The initial cohort of teachers included a 9th grade English team, an Integrated Math I team, and a biology co-teaching team. West Ed provided PD for co-teaching teams 2 times a year with additional time to observe teaching teams and the consultant provides feedback. Co-teaching PD includes: co-teaching approaches/strategies to support all students in a rigorous learning environment through creating small groups, scaffolding instruction, and developing assessment models that were more inclusive. The classroom makeup is generally two-thirds students without IEPs, and one-third students with IEPs.	Co-Teaching Resources
The second year, 10th grade English, Integrated Math II, and Chemistry teams were added as a second co-teaching cohort. Most students that participated in Cohort 1 classes were placed into Cohort 2 classes. This year, an 11th grade co-teaching cohort was established despite the unprecedented circumstances. However, this cohort was only established for Integrated Math III. These additions were also made to prepare for the necessary changes to the master schedule to ensure that all students have a path to a diploma as the graduation requirement roll-out continues.	Special Populations "a-g" Data (Ch. 2)
Not only can teachers attest to the challenging instruction they provide to their own students, but Warren High School has created a walk-through program that is now a part of the culture. At least once a quarter for over the past few years, teachers could volunteer to be a part of a "walk-through" group that visits multiple classrooms for a snapshot of student learning. Initially, these took place to observe critical thinking in the classroom. These walk-throughs were introduced a few years back by the Instructional Leadership Team (ILT) who was behind the creation and implementation of the school focus. Teachers would debrief after the walk-through to discuss different methods and strategies they saw used to foster critical thinking. In order for the ILT to measure how the school's instructional focus was being implemented, and the quality of instruction behind the focus, honest reflections were needed. More often than not, teachers raved about the quality of instruction and the engagement of the students. As of the end of last year, every teacher had participated in at least one walk-through session.	Walkthrough Schedules

Walkthrough Focus Qs

ILT Surveys

Email Correspondance |
| PLCs also observe each other's students through the sharing of student work. When creating and refining rubrics, many PLCs will bring samples of student work into the meetings to see how each teacher would grade the certain assignment. This often led to other conversations about the quality of student work pertaining to a certain standard. Many informal conversations about First Best Instruction arose because of the sharing and observing of student work. | PLC Rubrics |
| **C1.2**
Warren has high expectations for students in meeting academic standards and the SLOs. In all classrooms, you can find copies of the WHS Vision and Mission statement, as well as SLOs and Instructional Focus. Though the purpose statements are not directly addressed, they are highly visible and alive in the schoolwide decision-making process and teaching strategies/approaches. | Classroom visits

Vision, Mission, SLO |

	Classroom Visits
With a focus on "backwards planning" in the PLCs, many teachers have developed daily or weekly content and language objectives. These objectives, usually posted on the board, drive instruction and help students stay focused on the task at hand. Content objectives help students focus on "what" they will be learning, while language objectives describe "how" they will be learning.	Walkthrough Qs
Across all departments, the grading scales and percentage amounts given for various categories (tests, homework, quizzes, etc.) are communicated to students and parents through class syllabi early in the year. Many PLCs have had grading discussions that approach questions such as: what does a "C" look like? Does an "A" in one teacher's class look like an "A" in another teacher's classroom? Is 80% really reflective of a "B-?" Grading discussions have been going on for several years in both professional development and in-house settings, and while some PLCs are ahead of others in the conversation, all PLCs have had some sort of discussions by now. For the student to have a clear vision of what is expected in order to demonstrate learning, teachers first have to have clarity in that same question. These discussions are evolving every year.	PLC Rubrics Teacher Syllabi
Warren PLCs, especially the core subjects, have also collaborated to create rubrics that portray the expected performance standards. While many of the curriculums purchased by the district offer their own rubrics, some PLCs adjust those rubrics to better fit our student needs, or to better fit the intent of the lesson. The rubric is also used in feedback, as teachers can pinpoint the exact issue with the students' work, then help the student better understand which part needs to be fixed. Also, many departments have models to show what mastery and proficiency look like. Teachers often model mastery themselves, or provide examples from previous classes.	Curriculum Rubrics Student Work

C2.   Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C2.1 Warren takes pride in not only the quality of content instruction, but also teaching students how to learn, giving them different tools to best learn, and using technology to help do so. Warren's idea of "coaching in the classroom" is clear, teaching students "how" to learn, not just "what" to learn. This is evident with the three current instructional coaches at Warren HS. Their job is to help teachers with teaching strategies, just as teachers are tasked with teaching kids learning strategies.	Schoolwide Calendar (PD tab)
Common core has caused a shift in many PLC discussions from "what to teach," to "how to teach it." You will frequently hear terms like "interacting with the text," or "annotation strategies," or even "claim and evidence" talk in most PLCs, not just English. CATCH (Circle, Annotate, Talk to the text, Capture the main idea, Highlight evidence) strategies are used in English classes, as well as some Social Science classes. ACE (Answer, Cite, Explain) strategies are used in English, Social Science, and Science classes. Socratic seminars, sentence frames, and essay frames are also used across departments. In the CTE classes, teachers use a lot of one-on-one instruction quite frequently. One-on-one feedback is crucial to not only the instruction, but to the safety of the classroom.	Acronym Posters Interacting With the Text PDs
Since Warren's feeder schools have adopted AVID strategies schoolwide, Warren can't fall behind in fostering these skills. While the AVID program has a strong circle of 13 teachers, the AVID coordinators have created a School AVID Site Team to collaborate and share strategies to help with student learning. This team consists of 20+ teachers, each which meet once per quarter to discuss teaching strategies that focus on "how" to learn, rather than "what" to learn. These site team teachers then have the option of sharing out information to their PLCs. AVID students at Warren are very successful in the classroom, making AVID strategies a proven way of learning.	AVID File AVID Student Transcripts AVID Certification Report (Data)

Teachers employ a variety of strategies to differentiate instruction, and these strategies are developed and shared in PLCs. After the district asked teachers what kind of professional development is preferred, the overwhelming consensus was that in-house professional development led by our own teachers was what had the most effect. Currently, Warren teachers are leading PD sessions that focus on a variety of topics selected by WHS teachers, including differentiating instruction.	PLC Visitations PD Schedules and Agendas
The recent effort to include students with IEPs into rigorous college-prep classes through the co-teaching method is another example of teachers becoming facilitators of learning rather than orators of information. Through a coach from West-Ed, pairs of teachers made of a general education "content expert" teacher and a special education "strategy expert" teacher that work together to help all students meet the expectations of the class by using grouping techniques, increasing scaffolding, and providing rigorous curriculum that is accessible to all students. This results in the sharing of tools and strategies among departments that benefit the learning of all students and increase the coaching capacity of teachers.	Master Schedule Co-Teaching Resources (Padlet)
With the district's change in graduation requirements now aligned to "a-g" requirements, teachers were focused on different strategies to help everyone achieve mastery, or at the very least, proficiency. Differentiation of instruction is necessary to facilitate student achievement in classes with a C or better. In the last couple of years, there has been a mindset shift to differentiation within the course. Strategies used to differentiate instruction include the use of technology (ChromeBooks, iPads, computer labs, document cameras, etc.), graphic organizers, lab experiments, student collaboration, multiple means of assessment, videos and TED Talks, and much more. Google Drive has also been utilized to help students learn. Teachers constantly use Google Docs, Sheets, or Forms to help student learning, and to provide almost immediate feedback to student work.	District Graduation Requirements Student Observation GoogleDrive Work Collection
Several classrooms have been outfitted as "technology rooms" to aid in student learning. As of now, 28 classrooms are upgraded with HD projectors, large format whiteboard desks, ceiling speakers with microphone accessibility, flat panel televisions, and collaboration technology for students and teachers with multiple users. All classroom projectors also have a Novo Pro Network device that allows teachers and students to collaborate wirelessly through the projector.	Classroom Visits or Pictures
C2.2 With critical thinking acting as Warren's instructional focus over the last several years, students are constantly prompted to think, reason, and problem solve in individual and group activities. Teacher led professional development has also helped teachers collaborate, share strategies, and develop their own modes of critical thinking instruction in a variety of instructional settings. When Warren decided on *critical thinking* as the schoolwide instructional focus, the school also decided that *interacting with the text* and *high-level questioning strategies* were the two best instructional strategies to start with. Teacher-led PD was immediately designed and implemented to help with these strategies. Teachers were then asked to participate in walk-throughs to see how other	ILT Timeline ILT Survey Results Schoolwide Calendar (PD tab)

teachers were implementing critical thinking into their instruction; in particular, critical thinking through *questioning strategies* and *interacting with the text.*	
The English department uses high level questioning techniques in all classes. Many teachers even require students to come up with their own higher-level questions. Since many of the texts within the English curriculum are relevant to today, students are often asked to connect the themes to the present world, or to other events they've learned about in their history classes. Teachers use nonfiction and fiction texts, short stories, articles, poems, plays, and many other resources outside of the textbook to foster critical thinking skills.	Classroom Visits Student Work Shared Drives
Think-pair-share is a commonality in the English department, giving students the opportunity to bounce thoughts off of each other, develop an opinion, then articulate that opinion. Students also work in small groups to problem solve, or in larger groups (i.e. Socratic seminars) to develop questions and discuss themes and main points in texts.	
Math teachers model their questioning techniques on level 2, 3, and 4 of the depth of knowledge chart. PLCs are always asking themselves how they can scaffold student learning to foster higher level questioning techniques.	Math Assessments and Student Work
In the Social Sciences, students are routinely asked to analyze text excerpts and other documents to do a multitude of things. Whether it'd be writing an essay, preparing for a debate, collecting and analyzing information, comparing and contrasting, or synthesizing information, primary and secondary documents provide opportunities for students to practice critical thinking skills as defined by the CCSS and California Social Science Framework. While the textbooks provide many resources, many social science teachers use resources such as TED Talks, YouTube history videos, and DBQ documents to promote critical thinking. The Stanford History Education Group provides documents that help students see history from different perspectives.	PLC Assessments DBQ Project Curriculum Student Essays
Science teachers often utilize supplemental materials such as "Argument Driven Inquiry" to develop inquiry-based laboratory experiences that drive students to ask questions, develop claims, and use evidence gathered through the experiment to support their claims with reasoning Additionally, current events, global issues such as climate change, and informative texts about ways students can interact in or become professionals in STEM fields are delivered in a variety of methods appropriate to the content and curriculum being taught. Furthermore, students use technology to deliver findings in a variety of ways, and develop soft skills such as communication through the presentation of findings through the course of their science class.	Lab Procedures: Bio Chemistry Student Work
Business students prepare students for real life with financial simulations that promote a higher level of thinking. Students are challenged to use a real world job and net income to create their personal budgets while sharing expenses with roommates after high school. Questions are proposed, such as: "How can one survive on a high school diploma salary?" or "Why is it important to aspire to obtain post high school education, military, or trade school? Tasks in CTE classes are job-related and skill-based. Like a mathematical problem, they are based on a series of steps to achieve an end goal. With a	Classroom Visits Student Work

project-based assessment used as the success indicator for CTE classes, a finished project involves a student using critical thinking skills throughout the project.	Student Portfolios

Pictures of Finished Work |
| **C2.3**
Warren High School students are given many different opportunities to display their learning and development.

Most PLCs at Warren have used backwards planning to create assessments that are aligned to the CCSS, then instructional strategies that help students acquire the knowledge and skills they need to succeed on the assessments. | PLC Assessments |
| English, Math, and Science teachers do their best to also create assessments that reflect the style of test students will take during the state testing period. Social science and other PLCs also try to reflect the rigor of the state tests in their assessments as well. When critical thinking became the instructional focus of Warren, most PLCs reworked their assessments to include questions that were on either level two or three of the depth of knowledge chart. When students perform well on these assessments, they demonstrate that they can not only recall knowledge, but also apply it at higher levels. | PLC Common Assessments |
| Additionally, some PLCs have incorporated a variety of learning experiences that encourage the students to learn by doing and discover the answers to complex questions through a series of guided activities. An example of this is the shift in the science department to engage students through inquiry-driven lab experiences that challenge student misconceptions and ask students to develop claims that are supported by evidence they collected. These shifts in student-centered learning experiences are driven by the schoolwide instructional focus of critical thinking and SLOs. | SLOs

Think it! Prove it! Do it! |
| **C2.4**
A major addition to Warren over the last decade or so has been the implementation of numerous CTE programs, now "a-g" certified. In addition, whether involved in CTE or not, students can join SkillsUSA to foster their talents and prepare for careers. Since these classes are now "a-g" certified, any students can join.
The College and Career Center has resources to facilitate post-secondary choices. One resource is a program called *Eureka* which allows students to explore different college and career options. In a typical session, students can take a small personality test that helps them navigate careers that might fit them better than others. Then, students can see which majors are necessary for certain careers, find colleges across the United States that offer those majors, and also see career outlooks that include salary schedules and other information. This is just one of the many career-oriented resources the library has to offer.
AVID students complete a career research project, resumes, and cover letters. Guest speakers come into AVID classes to share their career trajectories and answer any questions students have about their endeavors. Twelfth grade AVID students apply to college by researching majors and four-year plans.
Many English teachers encourage students to attend the school's College and Career Fair, then reflect on their experience. Students share their findings with | Student Vlog (student project)

Course Descriptions

College & Career Center Site

Student Work Samples

College and Career Fair Promotions |

classmates and generate questions about life after high school. Teachers also help students with resumes and cover letters. CTE classes provide students with opportunities to develop their college/career readiness with career preparation activities. In addition to performing tasks and completing projects in their classroom settings, students prepare resumes, maintain portfolios, job-shadow, etc.	Student Projects and Work Samples

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Areas of Strength

1. Increased teacher-led professional development on instructional strategies & solid teacher attendance

2. There's an emergence in implementing a variety of instructional strategies across all content areas

3. Teaching strategies identified by the Instructional Leadership Team (ILT) are promptly implemented in classrooms as observed by teacher walkthroughs

4. A trustworthy and positive "teacher walkthrough" culture has been established

Areas of Growth

1. Continue teacher professional development in the use of technology to improve learner outcomes

2. Refine the process for sharing best practices within PLCs

3. Implement FBI strategies to include Culturally Responsive Teaching (CRT) that ensures equity and inclusion

4. Continue teacher "walkthroughs" to support the development of First Best Instruction

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D1.1 Warren's process of collecting, disaggregating, analyzing, and reporting data has been consistent and efficient for the last decade. This was a point of improvement that was recommended on the 2009 WASC Self-Study and visit, and the school has made strides with student assessment data since then. Student data pertaining to state assessments (SBA, PSAT, SAT, AP, etc.) is all shared with the staff, initially at the beginning of the school year, then throughout the year when necessary. This data is collected and analyzed by administrators and members of the Leadership Coalition (LC) which is a team of department chairs, teachers, counselors, and special programs advisors who meet as the school's leadership group. Prior to the start of the school year, usually within a week of when school starts, the LC meets to disaggregate and analyze the data. Later in the same week, PLC leaders meet to look at the data as well, and discussions begin about how the data can help shape curriculum and instructions in the PLCs. Together, these days are the basis of the data information that will be presented to the staff on the first day of school. To show the effectiveness of this process, here is an example from the 2018-19 school year. After reviewing the amount of Ds and Fs that students were	Dashboard Data (Ch 2) LC Meeting Minutes PLC Lead Meeting Minutes

receiving (particularly with Freshmen and Sophomores) after the first semester, members of the LC quickly came together to form a plan to help these students keep on the "a-g" track. The district gave the greenlight for anything that would help, and a plan was made to create in-school and after-school classes to help students recoup the credit they had lost in math, science, or english classes. Within a week, students were moved to the appropriate, newly formed classes and many were able to make up the credit by the end of the second semester.	LC Meeting Minutes Intervention Documentation
PLCs and individual teachers have access to all state standard results to help drive curriculum and instruction. This data is available through *Illuminate,* the Warren High School testing software. Formal evaluation of the data takes place in the PLCs, however all PLCs have their own process for disaggregation. Generally, PLCs review schoolwide data, then data pertaining to their grade level and subject, then by special populations. This data analysis paves the way for a restructuring or refining of pacing guides and grading policies. For instance, many teachers try to correlate their class grading policy to reflect SBA scores. This also helps PLCs see which parts of the standards and instruction needs differentiation and sharing of best practices. Trouble standards and areas of need are identified and worked with.	Illuminate Reports
Students can also access their performance data through *Illuminate.* Some results, such as PSAT results, are given to students as hard copies as well, and the Warren HS Testing Coordinator will run an information seminar in the library to help students with the breakdown of the individual data. For SATs, since the results are usually back during the end-of-the-year testing window, the Testing Coordinator will help 11th grade SAT takers on an appointment basis, or post information (via announcements or social media) about websites that can help with the breakdown, such as Khan Academy.	
The school issues progress reports and report cards every five weeks to inform students and parents about their performance in each class. While report cards are printed and sent home with students, the most up-to-date and by the minute means of sharing performance with students and parents is through Warren's grading program, "Q," and their *Parent Connect* option. Parents can obtain a log-in name and password to access student grades in each class, monitor progress of the student, see any mission work, or read any comments that a teacher may have for a student. As a new feature since last self-study, students now have access to all of the same information as well. This was an important improvement that Warren knew was needed, and students have had access to "Q" for 5 years now. Another feature added to "Q" within the last year is the email option. Teachers can now access email addresses of students and parents to send any messages they deem necessary, and a "mass email" option is available as well. A 2018 Back to School Night survey showed that over 90% of parents use their access to Student Connect.	SIS Reports and Data SIS Accessibility/User Interface
Special programs, such as the ELD and Special Education departments, AVID, and AP, have their own processes for collecting, disaggregating, analyzing, and reporting data. The EL program collects ELPAC and AMAO data, CAASPP scores, STAR 360 data, *Edge* Diagnostic results, and previous class grades to evaluate student language levels. This data is also available to students,	EL Data (Ch 2) & Curriculum

parents, and staff. The Edge Diagnostic Test (part of the Edge curriculum used in the ELD program) is used to affirm appropriate course placement at the start of the school year. The Edge Summative Assessment is also used to monitor gains and gaps in learning at the end of the school year. In special education, finer grain data is collected and analyzed relevant to learning goals on student IEPs throughout the year to complement the summative data. The AVID coordinators and team use the AVID Data Collection and Certification process to collect, disaggregate, analyze, and report the data to the site, district, and AVID Center. The data collected and analyzed for the annual self-study includes demographic, achievement, and program outcomes. This data of student performance includes SAT and ACT scores, graduation and "a-g" rates, and program success rates. Additionally, an AVID newsletter is published quarterly where student performance data and program successes are shared with the staff. AP data and reports are available online through the College Board website and are used by teachers, students, parents, AP Coordinator, and site and district administration to analyze student performance in college level coursework.	Assessments AVID Certification Reports SAT Data (Ch 2) AP Data (Ch 2)
In addition to summative schoolwide and program data, the school collects academic student performance data in the form of course grades, transcripts, GPAs, student ranks, program enrollment, attendance, and other data points on the student information system. Multiple-year data is available for administrators and program coordinators to disaggregate and analyze.	SIS Reports
At the classroom and course level, Warren effectively uses the PLC process to collect, disaggregate, analyze, and report common assessment results. All PLCs have been asked to develop at least one quarterly common assessment, and all have been using *Illuminate* since the last self-study. Teachers are expected to grade common assessments through this program and utilize some of the numerous reports available to analyze the data collaboratively. The process of developing assessments, collecting results, disaggregating these results via reports, and analyzing the data collaboratively is effectively used by PLCs to various degrees.	PLC Assessment Reports
D1.2 Discussions on grading were starting right around the time of the last self-study, after which Warren was asked to take a good look at D/F rates, especially after the district initiative to match graduation requirements with "a-g" requirements. Although there is not a mandate on grading policies, many conversations, both formal and informal, have taken place.	Grading CLC Minutes, PLC Lead Meeting Minutes, Professional Development Agendas/Materials
On a schoolwide level, administrators have facilitated discussion among members of the Leadership Coalition about grading and grading practices. Administrators take pride in the research they do on grading theories, and all conversations with groups and individuals are very informal and are only focused on growth. When the Leadership Coalition was developed in 2018, a faction of the group broke off to be in charge of grading policy discussions and possible implementation. The committee worked with the district to stay informed and continue research in grading. For one, some teachers and administrators attended a conference on grading presented by Tom Schimmer named "Grading From the Inside Out." Some of the research-based	Professional Development Calendar Grading Conversation Timeline

suggestions from the conference included: grading being based on things other than standards, using homework as a "practice" but not a graded assignment, not grading on the average, etc. After the conference, teachers and administrators used portions of staff meetings to discuss some of the grading theories presented. Other teachers then attended the same grade theory seminar. The idea was that different teachers from different content areas can bring the information suggested by Tom Schimmer back to their PLCs to create more discussion around grading.

One focus of PLCs over the last six years has been the creation of PLC-wide rubrics. Especially with the addition of *critical thinking* (instructional focus) constructed response questions added to all common assessments, PLCs had to work together to create these rubrics. Some PLCs use rubrics outside of assessing the instructional focus. Many PLCs have also agreed to have similar grade-weighting systems. For instance, the Integrated I PLC has set assessments at 50% of a student's grade, the Integrated 2 PLC has set assessments at 75% of a grade, and the honors PLC has set assessments at 85%-90% of a student's grade.

While most PLCs use the standard grating scale to determine a student's grade, some teachers have experimented with lowering the typical 70% for a C- to 65% or even 60% to better help students who are working hard but having trouble mastering the content. Below are some examples of different PLC grading policies.

The Spanish PLCs have created rubrics for their constructed response assessment questions in which 3/3 is master, 2/3 is developing, and 1/3 is emerging.

Science PLCs have created rubrics for their lab reports and are currently creating rubrics for their reports that require CERs (Claim, Evidence, Reasoning). Also, Warren and Downey High School science teachers have discussed a percent value system for homework, projects, exams, and other possible categories.

ELD teachers help students monitor their own grades and growth through the *Edge* curriculum's student profile sheet.

PE has developed themes to help with common grading techniques. For instance, all teachers utilize components of the following categories: Daily Activity Assessment, Character and Management Assessment, Fitness Activity Assessment, Physical Skills Assessment, Google Classroom Assessments, and Cognitive Assessments.

The VAPA and CTE both have a tough task with common grading techniques since there are so many different content areas. Since so many different courses require so many different types of projects, common rubrics are hard to come by. PLCs, however, have recently begun to talk about universal language that can be used in different rubrics.

PLC Common Rubrics

PLC Norms

PLC Grading Policies

PLC Common Rubrics

D1.3 Warren's system for monitoring progress of students towards the schoolwide learner outcomes, academic standards, college- and career-readiness standards includes report cards, *Q* (the schoolwide gradings system) and *Parent Connect*, *Illuminate,* a guidance component with counselors and college and career advisors, and program coordinators and advisors. Together, these components make an adequate monitoring system for student progress.	SIS Documentation Illuminate Reports
Progress reports and report cards are issued every five weeks to inform both parents and students about academic progress. If a student is in danger of failing a class, parents must be informed with enough time to intervene. This is usually done at the mid-quarter progress reports. All grade reports are handed directly to the students (some receiving them in both English and Spanish) except for the final report card which is mailed home. Parents are informed about all other grade reports via an automated message.	SIS Documentation
All teachers use *Q* (and now *Canvas* as well) as their online gradebook, and all teachers are expected to input and update grades within a reasonable amount of time. Through both *Q* and *Canvas*, parents can monitor student attendance, grades, test scores, missing assignments, and behavior. Open communication between students, parents, and teachers is available through *Q,* as teachers can even send mass emails to some or all students in their classes. Parents are encouraged to contact teachers and/or counselors with questions or concerns.	Q & Canvas Gradebooks
Through *Q* and *Canvas,* teachers can create grading categories that help monitor student progress. For instance, any teacher can see how a student is performing on assessments only, or writing assignments only, etc. This can help teachers and parents see where exactly students may be struggling. If counselors ask for some input on a certain student, oftentimes teachers will use this feature to get a good snapshot of how students can improve their learning.	
The nine counselors in the guidance office serve as student advocates, focusing on what is best for the student. Counselors are expected to serve as the middle-person between teachers and parents to facilitate communication via email, phone, and/or parent-teacher conferences. Counselors also monitor student progress towards student goals, graduation requirements, and "a-g" completion – the last two now being compatible. Counselors also use SBA data to help place students in either English or Math classes they might need their senior year (if they are deemed anything other than "college ready" after their Smarter Balance Assessment).	
Students have full access to all of their grades and assignments through *Q* and *Canvas.* Informal grade checks are sometimes requested by coaches and other program advisors, however many have access to student grades at each report card as well.	Student Q and Canvas Portals
Special programs all have their own ways of monitoring student progress. For instance, the ELD department uses the ELPAC annually and the *Edge* curriculum diagnostic assessment in addition to content unit assessments. Student progress is also monitored using the Reclassification to Fluent English Proficient (R-FEP) criteria. R-FEP students are also monitored by an ELD coordinator for their four years of high school.	Edge Diagnostics IEP Progress Reports

D1.4 While D/F rates were always on the radar of Warren administrators and teachers, it wasn't until the district policy of graduation requirements matching "a-g" requirements where a strong assessment of programs and expectations took place. Things that were immediately assessed were the number of courses that were "a-g" certified, the number of summer school classes to help students both recover or advance in credits, the communication of "a-g" importance to the feeder schools and incoming freshmen, and the need for special education inclusion to general education classes.	Master Schedule
The Leadership Coalition (LC) of Warren HS has assessed five important factors involved in student success with "a-g" requirements: Grading, Intervention, Guaranteed and Viable Curriculum, Special Education, and Students and Parents. Each of these became the purpose of a subcommittee that was created by LC members, each member being able to choose which subcommittee they wanted to be a part of. The subcommittees worked diligently over the course of two years, however they have been put on pause this year because of the scramble to get ready for Distance Learning. Before this year, many strides were made. The Special Education subcommittee initiated and drove the district's "a-g" committee to defer & waiver some graduation requirements for students with IEPs who attempt to meet the "a-g" requirement but can't. The Intervention subcommittee was able to develop a tutoring program that tracks student use. The Grading subcommittee attended conferences that proposed different grading theories, many of which were brought back to the staff for discussion.	LC Minutes/ Sub-Committee Structure Board Minutes/ Board Policy "a-g" Committee Progress Report Tutoring Calendar
Although this example was mentioned earlier, it is a perfect example of the effectiveness of the process. After reviewing the amount of Ds and Fs that students were receiving (particularly with Freshmen and Sophomores) after the first semester, members of the LC quickly came together to form a plan to help these students stay on the "a-g" track. The district gave the greenlight for anything that would help, and a plan was made to create in-school and after-school classes to help students recoup the credit they had lost in Math, Science, or English classes. Within a week, students were moved to the appropriate, newly formed classes and many were able to make up the credit by the end of the second semester.	LC Minutes
D1.5 The Downey Unified School District, the Board of Education, and Warren staff are all involved in analyzing assessment data. As district personnel engage in data collection, disaggregation, and analysis every year, they also work closely with the principal to identify areas of need that they can help support. The district has always been very responsive to the school's request for support, and the district always has supported the PLCs with anything they need regarding assessments. For instance, when the new testing program (*Illuminate*) was introduced to Warren in 2015, teachers needed a lot of help with creating assessments, finding data, and analyzing reports. Teacher Technology Leads (TTLs) were hired to be thoroughly trained in the testing software, and funds were set aside to give teachers time to meet with the TTLs to get any help they might have needed. The TTLs are still an important part of Warren today.	Minutes from Board Meetings and Principal Presentation of Board's Meeting

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D2.1 All Warren PLCs have gone through multitudes of professional development about formative and summative assessments. All PLCs have been trained in the five-step PLC process via *Public Works, Inc.,* an outside organization hired by the district to help all PLCs function efficiently. This five-step process includes collecting data, analyzing data, discussing changes, implementing changes, then reassessing to get new data. Using formative and summative assessment data to drive curriculum and instruction has been a prime focus for PLCs for many years, especially with the introduction of the CCSS and other state frameworks.	Past Professional Development Schedules
Common assessments have been a staple of Warren PLCs for years now. With all assessments tied to the standards, teachers have "backwards planned" to align all instruction and power standards to the state standards. Currently, all PLCs have at least one common summative assessment per quarter, however some have up to seven or eight per year. Through the use of *Illuminate,* teachers are able to administer multiple choice and short answer assessments, align each question to standards, and determine overall student performance within each standard. Through the use of common rubrics within the PLCs, teachers are able to specify the exact skills that need to be re-taught or refined. Below are some highlights of how PLCs use formative and summative assessments:	PLC Drives and Shared Folders *Illuminate* Reports PLC Curriculum Maps PLC Common Rubrics
The **English** department shares data from common assessments to see how many students were proficient in the skill, and which skills may need to be retaught. Special education English teachers join the English PLC to measure how well their students are doing in comparison to general education teachers, and teachers who perform well on the assessments share best practices.	*Illuminate* Reports for all below

The **Math** department reviews data from sometimes up to eight common assessments to see how intervention can be put in place. Some PLCs allow for test retakes, while others reteach content and asses in other ways. Much discussion takes place about "why" certain problems are the most commonly missed, and what can be done about it. Some sort of formative assessment is given at least once every unit. Teachers then share student work during PLCs to help each other understand exactly how their instruction should be formed. A major focus is for students who are performing at basic and below basic levels.

The **Science** PLC uses *Illuminate* reports to identify trends in performance, but they also rely heavily on informal data to drive instruction. Since the curriculum is still fairly new, teachers use quick methods, such as exit tickets or other methods to check for understanding, to see if students need more time with the content. The Biology PLC, as an example, examines the scope and sequences for their current unit. Frequently, teachers will share their lesson during the meeting, along with their formative assessment activity.

The **Social Science** and **Languages Other than English** (LOTE) department uses overall proficiency reports for their common assessments, as well as response frequency reports which gives "most missed questions" from the assessment. They then decide if the question needs rephrasing or if the content needs to be retaught.

The **ELD** department looks for trends within areas of learning to incorporate reteaching opportunities. The analyzing of data is also used to see if changes need to be made in the instruction from one year to the next.
Special education teachers use data to measure if IEP goals are met, and to see if new goals need to be set. In the classroom, many special education teachers from the English, Math, Science, and Social Science departments use frequent formative quizzes and end-of-period lesson checks to evaluate student progress. Reteaching is then taken into consideration, and pacing is adjusted as needed.

The **PE** Department separates data into six assessment categories: Body Composition, Cardiorespiratory Endurance, Upper Body Strength, Abdominal Strength, Shoulder Flexibility, and Lower Back Strength. Teachers put a strong focus on two reports: (1) which students are meeting the California Physical Fitness Standards Assessment, and (2) how close the other students are to achieving the minimum fitness standards. This year was supposed to be the first year the department would input this data into *Illuminate,* however COVID has delayed that.

The **VAPA** department uses *Illuminate* for common assessments, however much of their grading and data revolves around student portfolios as well. While looking at data from student portfolios has proven to be a challenge, there are plans to set time aside and learn how this can be possible. For instance, a rubric was just created for the categories of craftsmanship and

effort for all of the visual arts. VAPA PLCs have also met with English department members to develop grading rubrics for their writing assignments, such as art criticism assessments. Formative assessments are heavily relied upon and considered more valuable to the arts because teachers feel they can identify student strengths and weaknesses immediately. While summative assessments in art are meant for the final product, formative assessments give teachers the chance to help students grow as artists.

Since the **CTE** department consists of so many different disciplines, it has been a struggle to figure out common assessments. Teachers have, however, developed assessments throughout the department that include certain components: personal skills, workplace skills, and technical skills grounded in academics. As far as grading is concerned, certain themes are taken into consideration for classes across all CTE content areas. Those themes include the use of technology, project outcome, safety, communication, career planning, and workplace behavior. Since the final product of a CTE course/project depends on proficiency and mastery of every single instructional step, CTE teachers are constantly checking for understanding and using formative assessments to make sure students know how to finish the step at hand.

D2.2
Warren teachers use a variety of strategies for student feedback that are efficient and effective. *Illuminate* makes feedback for multiple choice and short answer questions very easy. Students can now take *Illuminate* tests online and get immediate feedback on multiple choice questions. Before *Illuminate's* online testing feature was available, teachers could download a popular report called "student small slips" to pass to each student. On that report, teachers could choose whether they wanted to provide students with all answers, just the wrong answers, the whole answer key, etc. Before the online testing option, if students took a 30-minute test that started at the beginning of class, teachers could theoretically grade the tests and give each student a report of their grade and answers. Many teachers would then allow students to correct their wrong answers for partial credit.

Illuminate "Small Student Slips" Report

Illuminate's Online Testing Platform

D2.3
Overall, Warren teachers and PLCs have taken a huge step in the right direction in regards to assessment and data. A strong majority of teachers know how to use *Illuminate* (all core department teachers are very fluent in the program) and generate one of numerous reports to help drive instruction. While four common summative assessments per year are expected from PLCs, there is no requirement for common formative assessments. While many PLCs do use common formative assessments to drive instruction, some have kept a strong focus on the summative assessments only. This will be a big area of growth for Warren HS.

Also, with the addition of *Canvas* to the school program, teachers are ready to expand their assessment strategy toolbelt. The school is close to being a 1-to-1 school, and it only makes sense to implement a variety of assessment strategies using technology.

ACS WASC Category D. Assessment and Accountability:
Synthesize Strengths and Growth Needs

Areas of Strength

1. The use of *Illuminate* to grade assessments and generate data reports

2. Most PLCs have at least one quarterly common assessment

3. PLCs have made a routine of creating and refining common summative assessments

4. All common assessments have been aligned to CCSS and content frameworks

Areas of Growth

1. All core PLCs need to create & implement common formative assessments

2. Common assessments need to be aligned to PLC essential standards

3. PLCs need to revisit their re-teaching process after analyzing formative assessment data

4. All PLCs will familiarize themselves with state assessment formatting and skills

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E1.1 Warren offers a plethora of opportunities for all stakeholders, including parents, local businesses, and other community members to participate in the learning and teaching process. A core belief of Warren staff is that students who are connected to the school have a much better chance at success than those who struggle to find connections. In a 2019 parent survey during Back to School Night, 90.1% of parents believed that Warren HS does a good job of informing families about school events, and 96.8% of responses indicated that their child/student was connected to the school in at least one school program (athletics, clubs, choir/band, ASB, etc.).	Guidance Office: Parent Partnership Academy Senior Info Night FAFSA Night
Counselors help facilitate parent, teacher, and student meetings to discuss student academic success. Parents are able to schedule meeting appointments with the counselor through an online appointment portal, or via email. Counselors are always working to map out the best path for student success since many parents don't know all the options available to their students. Senior parents, for instance, may be notified when their student is class or credit deficient. They are then provided with the option to enroll into Recovery Discovery/APEX to make up credit, or possibly an option to attend Columbus, the city's adult school, when appropriate.	Online Appointment Portal
Warren's Open House night also includes a Future Freshmen portion in which future 9th graders and families are invited to a school-spirited assembly-type atmosphere that showcases the various curricular and extracurricular programs on campus. Families are introduced to teachers, counselors, administrators, coaches and advisors, and other staff members, and each program has the opportunity to showcase their program with booths, flyers, etc. During the Future Freshmen presentation, administration conveys high expectations for all students by sharing the school's vision, mission, values, and SLOs. Counselors reiterate the "a-g"/graduation requirements, explain CTE pathway options, and promote ways in which parents can get involved through the Parent Partnership Academy (PPA). The PPA is a seven week program for parents to better inform them of high school expectations, requirements, and student experiences. These seminars are offered in both English and Spanish. Approximately 50-80 families participate annually, and the completion rate is quite high. As with	Transition Guide

anything involving parents, the turn out is not as high as Warren would like it to be.

Following the welcoming assembly, counselors, coaches, advisors, and other staff members are available to answer any questions from future freshmen and their families. This event fills the gym every year, as performances from band, cheer, dance, choir, and other programs keep the event very entertaining. Through this, families are made aware of the student support available and the variety of opportunities students have to get connected upon entering Warren High School.

Pictures and videos from the event

Warren families began completing the registration process online in Summer 2018. This new process is significantly easier and proved to be an absolute necessity the 2020-2021 school year. Families receive an email and dialer informing them of the window to complete the online registration process. Students and families verify pertinent contact information, as well as access Parent/Student Guides which outline school procedures and calendars, and the Student Responsibility and Discipline Policy Handbook. Also included is information on how to participate in PTSA, Grad Night (for future seniors), and CTE. In addition, parents of incoming freshmen and new students receive an invitation to attend Link Crew's Freshman/New Student Orientation, happening over the course of two days right before school begins to help our new Bears get acquainted with our campus.

Online Registration Website and Form

Link Crew Orientation flyers and pictures

The online gradebook, *Q,* is the strongest line of communication between the home and school. *Q* has two features, *Parent Connect* and *Student Connect,* which allow for multiple things: (1) Students have 24/7 access to their grades, attendance, and missing assignments, (2) parents have the same access as students, (3) teachers can send singular or mass emails to parents for information about their class. Teachers can also see any special accommodations that certain students might require. A 2018 parent survey showed that 91.6% of parents are enrolled in *Parent Connect* to monitor their student's grades and attendance. That number increases slightly every year.

Q Parent Connection

2018 Parent Survey Results

At the start of the 2020-2021 school year, the learning management system (LMS), *Canvas*, was rolled out to help strengthen communication between teachers and students/parents. One aspect that has really helped with communication is the global announcements feature. Administration, counselors and other staff can push out grade level or whole school announcements that are seen by students when they log into Canvas daily. A student survey was given through global announcements in September and over 2000 students responded which was an excellent response rate that allowed students to share meaningful input about their Distance Learning experience.

Student Survey and Results

Warren administrators also use *Blackboard Connect* to make phone calls home to families, send emails, text and app messages. The internet based, automated phone system can send messages in English and other languages, reminding parents of things such as the distribution of progress reports/report cards, changes to the upcoming school schedule, promote events, etc. The system also allows for targeted messages to families, such as notifications that a student has

been marked absent for at least one period. The school website has undergone some changes over the past few years, but in 2021 the website will be completely redone so it is more user friendly and it is easier for Warren staff to maintain. While the website has always given access to schoolwide news, events, activities, calendars, resources, etc., it wasn't very user friendly and easy to navigate. A class period is now provided for a classroom teacher to keep the website updated. Plus, much more information has been added to the site over the last few years: such as information regarding academic programs like CTE and AP, information about College-and-Career, parent resources, a Warren Webstore, and even a brand new Distance Learning website to help students with anything they need during the 2020-2021 Distance Learning school year. A Warren Athletics website was created in 2018 by the Athletic Director, who wanted a collegiate-type online presence to disseminate information, celebrate teams, post articles about individuals athletes, etc. The site is maintained by the school's Athletic Director.	School Website: www.dusd.net/warren Master schedule Warren Athletics Website
The school's social media accounts have grown quite significantly over the past six years. The school uses social media to promote school events, achievements, staff and student highlights, announcements, and schedules to showcase what is happening on campus. Currently, the Warren *Instagram* account has 6,338 followers, and the Warren *Twitter* account has 2,293. Six years ago, each had less than 1,000. The Warren ASB and Athletics program also posts important information for students and families about campus culture, campus events, sporting events, and student activities. Currently, the Warren ASB *Instagram* account has 1,476, the athletics *Instagram* account has 608 followers, and the athletics *Twitter* account has 937 followers. The ASB account is run by the advisors and publicity commissioners, while the athletics account is run by the athletic director.	WHS Facebook, Twitter, and Instagram accounts
The Remind app has become one of Warren's strongest communication tools, especially through school closure. We currently have 241 staff members actively using the app to communicate with students (2509 active) and parents (714 active). Last year, over 5 million messages were sent through Remind via the app, web, text, or email. This year staff are averaging between 400,000-500,000 monthly, but in March when school closed abruptly due to the pandemic, just under a million messages were sent by staff. Remind was a critical tool that helped get so many of our students connected online for Distance Learning.	
PTSA meets once a month in the Warren Library, except for this year in which they meet on Zoom, to discuss a variety of topics concerning the school. Each year, a staff member serves as a participant and liaison on the PTSA board to report on school events and progress and take information back to the staff. This year, five ASB students hold board positions which is more than any other year.	PTSA Minutes
The College and Career Center offers parent workshops to address the college and financial aid application processes. Juniors and seniors, along with their families, can also attend a College Information Night, which generally draws	Senior Info Night Financial Aid

about 500-600 people.. The presentation for junior parents addresses requirements students should be meeting to prepare for their senior year, such as PSAT/SAT/ACT timelines and "a-g" requirements. The presentation for senior parents includes a month by month account of deadlines parents can anticipate and resources to assist them through the various processes. In January/February of every year, the College and Career Center invites parents of seniors to attend a presentation about FAFSA. Here, over 100 parents (over 3 to 4 meetings) come to see a presenter from one of the local college financial aid departments, guiding them through the financial aid process. Follow-up night(s) give parents the opportunity to use school computers to enter their information on FAFSA and get immediate assistance from a College and Career Technician.	Workshops
Parents of EL students are involved in their student's learning through the English Language Advisory Committee (ELAC). Home language surveys of EL learners indicate 95% identify Spanish as the primary household language. Written communication with parents is provided in Spanish, and Spanish translation is offered during ELAC meetings. Currently, other language translation is not available. Parents are contacted using the phone dialer, printed flyers, school marquee, and a phone bank. Each ELAC meeting includes a parent training portion covering topics based on parent recommendations. The focus on the training sessions is to provide 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 graduation seniors are awarded with funds raised by the parents. Decisions about student re-designation to Fluent English Proficient are made with parent input.	Quarterly ELAC meetings
The special education department effectively facilitates parent input and involvement with each of the special education students at Warren through IEP meetings at least one time annually, oftentimes, twice if a 30 day review, triennial, amendment, or transition IEP is needed. At these meetings, parents and students work together with the rest of the IEP team to develop an educational plan that best meets the student's needs. At the beginning of the year and at IEP meetings, parents are provided with contact information for case managers, encouraged to sign up for and monitor student's grades through *Parent Connect*, and communicate with their student's teachers regularly. Additionally, parents are notified of their student's progress towards their IEP goals on quarter report cards throughout the year.	IEP documentation/ minutes/etc.
Special education parents are also invited to attend monthly Special Education Community Advisory Committee (CAC) meetings hosted by the school district. These meetings are very similar to the ELAC meetings and provide parents with information and resources to support their child's special needs.	CAC minutes
Warren has effectively developed strong caring and community partnerships that allow for community involvement in the teaching and learning process. One of the most unique partnerships is with True Lasting Connections (TLC), a non-profit organization that depends solely on charitable contributions and	Pennies for TLC-calendar item

grants to help DUSD ensure that students are healthy and successful. Warren counselors and administration refere approximately 150 families to TLC annually. TLC is able to assist some of Warren's most needy families by providing the following services to uninsured/underinsured children: school-based medical services that are staffed by volunteer doctors from Kaiser Permanente Downey Medical Center; vision, dental, and mental health referrals to outside agencies; counseling and support groups; food and clothing; and homeless support. By working collaboratively to ensure that students receive the physical, emotional, and intellectual support needed, the school and community are able to greatly improve students' learning experiences. Every year, ASB helps facilitate a fundraiser that raises around $30k-$40k for the program.

TLC 5K

The Downey Patriot-Calendar Item

The art department has worked with the city's *Stay Gallery* for years. *Stay Gallery* is a local art museum that gives local artists the chance to show their work. Both the art department and photography department have held student showcases there in the past.

Warren's choir program frequently provides performances for the community. They perform for various organizations within Downey, such as the Women's Club, PTSA, Downey Coordinating Council, Rancho Los Amigos, and local retirement homes. During the holidays, different choir groups perform at community events, like the TLC Christmas Party, the Kiwanis Christmas party, and door to door Christmas caroling in the city.

The band offers many performances throughout the community as well. The Pep Band performs at football and basketball home games and at graduation. The Jazz Ensemble performs at various city events and the Marching Band performs at the Downey Street Fair and the Downey Christmas Parade. The band gives back to the community by targeting our incoming students through band clinics and middle school tours that are offered to our feeder middle schools. There is also an annual Middle School Band Night during football season.

Band website

In 2018, The Downey Unified All-District Band was formed in an effort to combine the talent throughout Downey six secondary schools and unite our students through music and performance. The group was awarded a grant from the Dr. Mary R. Stauffer Foundation to purchase uniforms and equipment. The vision is for this group to perform in high visibility parades and events such as the Rose Parade, Macy's Thanksgiving Day Parade, Presidential Inauguration Parades, London New Year's Eve Parade, Portland Rose Festival Parade and many more.

www.dusdband.net

Band parents are also actively engaged all year in a variety of ways, from fundraising to actual board positions within the WHS Music Parent Association non-profit group. This is a group run by the band and color guard parents in partnership with the band director and remains one of the strongest and committed booster groups year after year. While the group helps with fundraising, event coordination, and other logistics, a big part of their role is in

the physical and social well being of the students. Parents sacrifice countless hours to chaperone numerous performances and competitions throughout the year.	
Over the last few years The Downey Federal Credit Union has held *Financial Responsibility* workshops for students to help gain financial literacy and begin learning the safest ways to navigate their finances. Although mostly attended by juniors and seniors, all students are given information regarding other workshops held off campus.	Flyers and emails from Downey FCU
The AVID program is very active in involving families in the student learning process. Parent "Nights" include SAT Orientation nights for junior parents, FAFSA Night for senior parents and students, orientation nights for all AVID students. AVID teachers also lead *college essay workshops* for students and teachers to help with the application process.	AVID File
The Teen Court program is a youth diversion program developed to give students a unique opportunity to participate in the justice system and law enforcement. Students work side-by-side with a Los Angeles County Probation Officer, local attorneys and civil leaders to learn the many jobs/careers available to them in these areas. This rare glimpse allows students to learn and participate in real court cases involving minors. Our students preside as the jury of their peer. Teen Court jury members attend SHADES (Stop Hate And Delinquency by Empowering Students) training each summer sponsored by Los Angeles County and the Simon Wiesenthal Museum of Tolerance. Local judges and lawyers volunteer their time to help teach and guide students through understanding charges, questioning strategies and the deliberation process. Our district Los Angeles County probation officer works with Warren's Teen Court club by referring cases. Interpreters from the Downey Adult School and court reporter students gain practice and on-the-job training while serving in these trials.	SHADES training roster Club Roster Legal Case Schedule
Warren's IDEAS club, which supports undocumented immigrant and refugee students to attain higher education, partners with college professors and students, community speakers, and business leaders to aid in student learning inside and outside the classroom. For instance, the non-profit group Ferias Legales provides free legal workshops and consultations. Congresswoman Lucille Royball-Allard's office representative gives a yearly presentation, *Know Your Rights Workshop.*	IDEAS club flyers, emails, pictures from events

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E2.1 Daily campus procedures are set in order to ensure a clean, safe, and orderly campus. Warren has five well-trained, full-time security guards on campus that are strategically placed throughout the school during the day. Campus security reports directly to an assistant principal and the deans to solve any problems that arise during school hours. There is only one open entrance and exit during school hours, and one security guard is assigned to that gate at all times. The Downey Police Department provides a police officer each day to serve as a School Resource Officer for six hours during the school day. The officer works directly with the Deans of Students and campus security for the safety of the campus. Teachers, students, and staff receive copies of the school safety policies and procedures at the beginning of every school year. Several follow-ups of safety procedures happen throughout the year. For instance, in the weeks leading up to the school fire or lockdown drills, teachers are emailed safety procedures, and administrators offer to answer any questions about those procedures. Each classroom has a disaster plan folder that gives detailed instructions on what to do in case of certain emergencies. The folder includes emergency evacuation maps, emergency phone number lists (which is also posted in the classroom), and roll sheets for student accountability. Each classroom also has an emergency kit for possible lockdowns that may last for quite a while. At the beginning of every year, teachers pair up to become "shake buddies," and develop an understanding that in the event of an emergency, they will care for one another's students. Every year, the administrator in charge of the fire and lockdown drills asks the staff to give any feedback on the drill's execution. The procedures are then taken into consideration and plans are changed if need be. Warren administrators take the safety and security of students seriously on and	School Safety Plan Campus Supervision Schedule Student Responsibility & Discipline Handbook Classroom Disaster Folders LockDown/LockOut Procedures Athletics

off campus, especially with athletic events and school dances. For every sporting event, at least one member of the administrative team provides supervision at every home league game for all levels. They also provide supervision for all Varsity away league games as well as any major rivalry games. All school-sponsored events are supervised by school staff, including teachers, administrators, and campus security.	Supervision Schedule
Maintaining a clean campus is a team effort at Warren High School. A priority is to maintain properly stocked and clean restrooms. During the students' snack and lunch breaks, as well as after school, staff members, security, and administrators are visibly present throughout the campus to promote safety and orderly conduct. Campus security is excellent at removing any graffiti that is identified within the hour.	Supervision Schedule PE Dept Admin Team
DUSD has a strict internet policy and restricts any webpage that contains inappropriate content. Warren holds a Cyber Safety Week in September that covers appropriate online behavior, cyber bullying, safe social networking, and copyrights. Each classroom teacher receives a Cyber Safety curriculum from the district which consists of different videos and discussion questions. Teachers are asked to show the videos in their second period class immediately following the announcements, then lead the class in a small discussion. Also, the district provided a Digital Citizenship poster for teachers.	Cyber Safety Curriculum
E2.2 Warren promotes an atmosphere of caring, concern, and high expectations for all students in several different ways.	
Research shows that students are better learners when they feel connected to the classroom, have good relationships with their peers and teachers, and feel safe in their learning environment. In 2018, Warren teachers began attending the *Capturing Kids' Hearts* training. This training is in response to the work around Positive Behavioral Interventions and Support (PBIS) and focuses on building relationships and creating safe learning environments. The goal is to have all teachers and support staff trained. Training has been postponed because of the pandemic, but by 2019 we had approximately half of our teachers trained in the strategies used to help our students feel welcomed, safe, and excited to come to school.	*Capturing Kids' Hearts* Schedules
Positive Behavior Interventions and Supports (PBIS) is a research-based framework of intervention practices and organizational systems for establishing the social culture, learning and teaching environments, and individual behavior supports needed to achieve academic and social success for all students.	PBIS Records (Ch 2)
Although our student LCAP survey results for 2019-20 indicate 84% of students feel safe on campus, only 57% believe students treat each other with respect. In June 2020 as the nation began struggling to understand and combat racial injustices around the world, our students began feeling the pressure to speak up and speak out. Students took to Twitter and Instagram in the Spring to voice fear and shock as images and stories of racial violence and inequality became the talk of the nation. Many of our Bears were compelled to speak out about their personal experiences with inappropriate behavior and discrimination	LCAP Survey Results

due to their race and/or sexual orientation. Distance Learning brought about a decrease in the typical student behavior infractions, however, the Dean's office saw a stark increase in reports of discriminating and hateful language being used online. Administrators, Deans, and Counselors have been meeting with students and families to discuss the possible lasting effects their behaviors and language have had, and will continue to have, even as Warren shifts back to in-person learning.

In an effort to address the call to action by current students, alumni, community members and staff, to address issues of safety, equity and inclusion, the superintendent created the Human Relations Council (HRC). The HRC's purpose is to develop an equity plan that supports and provides resources to improve our Downey Unified School District practices in acknowledging and addressing issues of safety, inequality, discrimination, accountability and systemic racism within our school system and community. The HRC is committed to creating safe spaces for students to voice their concerns and seek support, engaging stakeholders in the process of developing and implementing the equity plan, establishing spaces for ongoing professional development for all staff and establishing progress monitoring protocols. The HRC conducted Student Listening Sessions to ensure that our students' voices were heard. The HRC is expanding to the sites spring of 2021 and WHS now has three member representatives. These sessions were productive and helped us to better understand their experiences. Warren students then formed Brave Bears, a student-led group, committed to creating a safe environment where individual differences are respected and valued. Administrators and staff were invited to join the Brave Bears to engage in additional listening sessions specific to Warren High. These listening sessions are fairly new and will be ongoing.

HRC Agenda

Like many other districts, preparing teachers with strategies and tools to address the social/racial concerns, as well as those surrounding Distance Learning, quickly rose to the forefront. At the start of the 2020-2021 school year, Warren teachers underwent professional development training with International Society for Technology in Education (ISTE). The Ensuring Equity and Inclusion in Online Learning module, focused on helping ensure an inclusive learning environment particularly in an online environment. This course also provided frameworks that touched on Universal Design for Learning, Social Emotional Learning (SEL), and design thinking, which will assist our staff in identifying potential barriers, setting goals and designing lessons that allow all students to demonstrate their knowledge and skills. More specifically, this course focused on understanding the importance of knowing our students and their needs to create a more equitable and engaging learning environment, and effectively planning engaging digital lessons that support the needs of all students.

ISTE Site

At the beginning of this school year, Warren High School conducted a Culturally Responsive Teaching (CRT), and Social Justice and Equity training. One of the sessions, hosted by one of our teachers was centered around the book "Culturally Responsive Teaching and the Brain" by Zaretta Hammond. This session was attended by approximately 70 Warren teachers and the

CRT In-House PD slides & video

recorded session was requested by many staff following the conclusion of the session.	
During the fall semester, three teachers and an administrator participated in a Cultural Proficiency Certificate Program taught by Pepperdine University's Dr. Reyna Garcia Ramos. This certificate program is a seven-week series with the goal to have additional cohort groups in the future.	CRCP Literature and District Records
After reviewing comments that almost 2000 students shared in a survey this September, it is very evident that there is a critical need to focus on the social and emotional health of students over the past few years. Our goal is to ensure students at Warren attend school in a caring environment that fosters high expectations for high school, college and career, and beyond. There are currently nine counselors, two full-time and one half-time school psychologists, and one school based therapist. Approximately 40 students who are homeless or in foster care are supported by a district assigned foster/McKinney Vento program specialist who works to offer resources and support to the students on her caseload. Transgender students are supported by counselors who facilitate a Student Success Plan. The plan is created to support the student and ensure they feel safe, supported and respected. Topics discussed on the plan range from preferred pronouns to accessing bathrooms of choice.	Student Survey and Results Foster Youth/ Homeless Youth Data (Ch 2) Student Success Plan
In addition to working one on one with students, Counselors, Deans, and School Psychologists have provided Tier 1 support for students through workshops on Mindfulness and Trauma-Informed Practices. Students can also access Cameron's Collection, our database for mental health and wellness, which is accessible to students through our virtual library. Just since August, over 600 students have accessed these resources. In addition, Warren counselors created a Virtual Calming Cave on the Mental Health Resources page of our Distance Learning Website.	Mindfulness Presentation
For students with high needs, counselors are able to refer them for individual therapy at three different mental health centers the district currently has Memorandums of Understanding (MOUs) with. Also, counselors utilize Care Solace, a mental health referral service, to help families find the services they need. With these resources, students and families, regardless of medical insurance, can find the services they need. We continue to expand our support and services and will be launching an on campus Wellness Center focusing on the students' mental health needs. In addition, 31 staff members have volunteered to pilot SEL curriculum in Spring 2020. Teachers will be exploring and using SEL curriculum with students and then providing feedback to the district with the goal of expanding SEL to all students in Fall 2021.	MOU Student Survey 2020
In an effort to give every employee the opportunity to discover what they naturally do best, and learn to use those talents to perform to their maximum potential, all Warren certificated staff participated in the CliftonStrengths assessment and training in 2019-20. The CliftonStrengths assessment measured the staff's natural patterns of thinking, feeling, and behaving. The training then served as a starting point for self-discovery; with engagement, performance, and work satisfaction being the ultimate goal. As teachers learn more about their strengths, the next step would be to explore getting students assessed and	Schoolwide Calendar (PD tab) Sample: Team

trained in the student version of CliftonStrengths.	
Some ways that Warren staff and students have shown their culture of caring and civil responsibility by their participation in the Canned Food Drives, the Blood Drives, and the TLC drives. The H.E.L.P.S. room in the city of Downey is proud to offer food services to families in need. Counselors and deans are able to refer families to the H.E.L.P.S. room food bank, ran by the PTSA, which relies solely on donations from the community. Warren High School is their largest contributor with anywhere between 30,000 and 40,000 cans donated annually (including over 17,000 cans this year during distance learning!). Warren also runs two yearly blood drives (Fall and Spring) to help with donations to the Red Cross. Warren is always in the top five of high school donors, and sometimes is even number one or two of all high schools on the west coast. Even during the Distance Learning period, Warren was the highest single day donor in the nation.	
While the Canned Food Drive and Blood Drive are huge events, nothing shows the caring culture of Warren as much as the TLC drive. Warren students and families benefit from the district's TLC center (True Lasting Connections), and the Warren High School has donated over $125,000 over the last six years. Each year, ASB runs this drive that reaches out to students, parents, and community members to support the TLC center, a place that is so important to Downey that people are willing to do so much for the cause. Some teachers have shaved their heads on the stage during lunch for donations, others have participated in Fear Factor competitions (how does a coke, mustard, tuna, spinach, and snickers bar smoothie sound?), and others have participated in the March Madness challenge.	
ASB continues to build community through virtual and limited events during Distance Learning. In the 1st semester of the 2020-21 school year, ASB hosted a Halloween-themed movie drive-in with a concession stand, ran a successful blood drive, hosted virtual rallies/assemblies, and continued with its commitment to the local food pantry. Also, for PINK October, ASB students went safely out into the community to provide "care packages" for victims, survivors, and anyone affected by Breast Cancer. By the time of the visit, ASB will have done so much for the students and community even though everyone is staying home during this time of Distance Learning.	
Our Character Education program at Warren focuses on recognizing and educating students and staff members on the *Character Counts!* six pillars of character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship). The program is a year-round campaign to promote good character and support a climate of caring and kindness on campus. While *Character Counts!* has always been a staple of WHS, there has been a strong focus on recognizing positive behavior among our students. The number of teachers who nominate students for *Character Counts!* awards have increased 800% since 2015. During the 2019-20 school year, 2040 positive referrals were made and students were rewarded for their good character. In addition, Warren High has continued to grow its student of the month recognition program with over 200 students of the month recognized for their intangible contributions to the	*Character Counts!* Records/ Positive Referral Data (Ch 2)

classroom, campus, and community.

In addition, the athletic program also participates in *Victory with Honor,* a program that promotes good sportsmanship and encourages spectators to maintain high levels of integrity and support during athletic events. Coaches have to be trained every couple of years in the *Victory with Honor* curriculum.

Warren's Summer Bridge program was developed as a strategic intervention to assist students as they matriculate to Warren High School. Students were identified by their eighth grade counselor if they failed two or more academic classes, performed basic or below basic on CSTs, and had behavior issues of concern. Students were separated into two cohorts. Cohort one consisted of students who were deemed to be "skill deficient." They were given an English and Math support class. The English class was a study skills class, and the math was an Algebra Readiness class. Both were designed to help develop skills necessary to be successful in high school. The second cohort consisted of students who were identified as lacking motivation. They were also given the study skills class, but were given a decision making skills class as their second course instead of a math class. The Decision Making class attempts to help students identify the root causes of their lack of motivation. One of the unique features of this program is that on the last day of each week, a different CTE pathway teacher came in and introduced the students to their respective CTE program. The teacher would give them a tour of the facilities, talk about awards the program has won, and then gave each student a hands-on project where they could get a glimpse of the projects. At the end of the summer session, students were allowed to change their course request if they wanted to take one of the CTE courses as a freshman.

Currently, Warren has over 50 student-created and run clubs that focus on a wide range of topics and interests. Students are encouraged to participate in clubs on campus and have access to club rosters, club brochures, a club information binder, and two "club rush" weeks throughout the year. Clubs help connect students to the school and promote individuality. Students are encouraged to start new clubs if they find none of the 50+ clubs peak their interest. All clubs are overseen by staff members at Warren. Clubs are able to target niche groups on campus so that there is something for everyone. Many of the clubs are service oriented, providing thousands of hours of volunteer work in the community.

The Golden Bears Ceremony recognizes excellence in each content area or school program. Every year, around 250 students are recognized. Additionally, senior students who are awarded local scholarships are honored at Senior Night, where distinguished graduates and graduation speakers are announced. Every year, over $200,000 of scholarship money is given to deserving students. In 2020, 201 different scholarships were awarded for a total of $215,000.

Nothing shows the caring atmosphere of WHS more than the effort put into end-of-the-year celebrations that were arranged for the end of the 2019-2020 school year, Whether it was the Virtual Awards (in place of Academic and Golden Bears), or the Senior Celebration Video and Fireworks Show, Warren staff never stopped in their efforts to celebrate students.

Summer School Master Schedule
Summer Bridge Curriculum
Decision Making Curriculum
Summer School Curriculum
ASB Records
ASB Minutes
WHS Club List
WHS Club Meetings/ Attendance
Golden Bear Program
Local Scholarship Records
2020 WHS Virtual Awards
Senior Celebration

E2.3 Through the collaborative PLC process, the school has worked to develop an atmosphere of trust, respect, and professionalism. Some PLCs demonstrate a high degree of trust and respect in the manner in which they address each other, value each other's input, and openly share student performance results. Other PLCs are still in the process of developing trust, however progress is being made. In the 2019-20 LCAP Teachers and Staff Survey results, 94% reported overall satisfaction or very satisfied in their employment. This is an improvement from 2015, when only 77% reported being satisfied. Over the past five years, a concerted effort was made to improve staff morale and school culture through staff celebrations, PD to build trust and familiarity - Breaking Down the Walls, monthly culture building activities (CommuniTea and Coffee, staff breakfasts/lunches, department Chat and Chews, staff competitions, and holiday celebrations). Staff Club is an optional club that staff members on campus can join. The club recognizes birthdays, weddings, retirements, and babies and provides support with illness, injury, and death. The Staff Club committee consists of six teachers along with an administrator. Staff Club also helps organize occasional on-campus celebrations, such as a staff breakfast and holiday on-campus celebrations, such as a staff breakfast and holiday celebrations. Each school year starts with a "Family Fun Night" at one of the early home football games. Administration and ASB combine efforts to host a tailgate style event in which all staff can bring their families for food and entertainment. This event promotes camaraderie amongst the "bear family." In 2018 and 2019, the Warren Culinary Arts program used the district's Food Truck to cater the events. Over the past several years, Warren has included two student-free days on the schedule. This year, because of Distance Learning, one extra day was provided. One student-free day at the beginning of the year provides staff an opportunity to discuss data from the previous year(s), review goals for the school year, and to renew the social atmosphere amongst the faculty. Allowing staff the opportunity to prepare prior to the start of the new year is an important part of creating a professional environment for the students and the staff. The additional day is used for professional development organized by Warren teachers and administrators.	 LCAP Survey Results CommuniTea Flyers Staff Club Records/ Flyers Family Fun Night Photos Schoolwide Calendar (PD tab) First Day of School Agendas

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
E3.1 The Leadership Coalition, administrators, teachers, and all staff are dedicated to providing students with the most rigorous standards based curriculum that is appropriate to each individual. Every student at Warren works with the counseling staff to develop a challenging schedule with appropriate levels of rigor. Warren teachers provide support to students through before and after school tutoring and intervention classes. Tutoring is available in the four core subjects in addition to world languages, the arts, and other electives. In addition, APEX, a self-paced online credit recovery program, is provided for students to make up courses they failed on the first attempt. A teacher monitors students during their APEX period each day and supports students as they recover courses. The NCAA Committee for Athletes is designed to ensure that athletes who plan to play at the college level (Division I or II) meet the NCAA Eligibility Center requirements. The committee consists of an administrator, the athletic director, a dean of students, counselors, teachers, and coaches. Students are recommended to the program by their coaches and are assigned to a support team member to go over NCAA requirements and provide academic support. The special education department works with students, parents, counselors, teachers, and other student advocates to identify the least restrictive, or most inclusive, environment appropriate for each student. Students' schedules and Individualized Education Plans (IEPs), are adjusted according to student	Student Plans for Success Counselor Records School Tutoring Schedules APEX Records NCAA Committee for Athletes Records IEP Records Tutoring Schedule

needs and achievements. Schoolwide academic and social-emotional supports are available to all our students.

Warren High's AVID program dedicates itself to supporting student learning and growth. The program provides students who fall in the middle level of academic achievement a chance at eligibility to a four-year college. To support the AVID student in the process, the program uses a curriculum that transforms students from passive learners into active classroom contributors and critical thinkers. Using rigorous standards, students learn organizational and study skills 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. They also receive academic help in any core subject from peers and college tutors. When comparing AVID students to the entire school population for meeting the "a-g" requirements, 97% of the 2020 AVID graduates met the requirements compared to about 50% for the entire school.

E3.2
Warren staff, especially the Leadership Coalition (LC), have had many discussions about implementing an academic intervention program. Creating an intervention program, such as Response to Intervention (RTI), was in the last action plan, and it was also suggested by the 2015 visiting committee. More on the intervention process can be found in chapter one. But overall, an intervention program has not been implemented as of now. Distance Learning, however, has brought an immediate need for intervention because of the high D/F rates. The district has now asked for schools to implement an intervention program, within the current school schedule, to help students succeed. This program will start in late-January 2021, and we suspect that this will be a key catalyst for a schoolwide, bell-to-bell intervention schedule in the future. In addition, 31 teachers/counselors have opted to pilot research based SEL curriculum to address the social emotional needs that are contributing to the academic struggles beginning January 2021. More on that in section E2.2.

E3.3
When intervention/repair classes were opened up for students to repair first semester credit in english, math, or science (2018-19), data was collected on the students to see how the classes worked. However, a year later, the Leadership Coalition realized that data on those students had not continued to be collected to see how students perform the following year after an intervention program. When the Intervention Subcommittee of the Leadership Coalition researched RTI, they noticed the importance of Data Teams to measure student progress and success. Discussions have now begun about the formation of a Data Team to help with this problem.

E.3.4
The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards. Warren administrators, teachers, and staff believe whole-heartedly in the research that suggests students who are connected to the school have a higher chance

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Avid File

"a-g" Data (Ch 2)

LC Minutes

Intervention Discussions Minutes

Intervention Proposal Presentations Slides

2018-19 Second Semester Master Schedule

Credit Repair Data (2018-19 classes)

Athletics Participation Records

Club Participation

at academic success. Staff monitoring and working to increase student involvement in clubs and co-curricular activities on campus. Incoming freshmen at Warren are encouraged to get connected to the school through a variety of clubs, sports, and organizations. Link Crew is a peer mentorship program that helps link students to Warren High School. Primarily, Link Crew leaders focus on connecting ninth graders to the culture of Warren High School by helping them seize the opportunity to get involved in sports, clus, CTE pathways, and more. Link Crew leaders also connect greshmen to the academic standards by identifying struggling students, counseling them, and directing them to use tutoring resources. Warren's Associated Student Body consists of over fifty students who are elected and appointed to represent the needs of the student body. ASB focuses on providing activities and opportunities for students to connect to the school. Over the past six years, the typical number of students in ASB has almost doubled. This is in correlation with the amount of events on the ASB calendar, which has also almost doubled since 2015. Warren's ASB is actively trying to promote the over 50 clubs available to students on campus, or encourage students to start their own club. More information on ASB can be found in earlier *Culture* sections. The strong connection students have for Warren is evident in the amount of students who participate in extra/co-curricular activities, the sales of spirit wear, and the attendance of school events. A typical Homecoming or Prom could sell anywhere between 700-900 tickets, the Cave shirt is the best selling shirt on campus, the CAVE section at most sporting events is fairly full, and the football stands are pretty full for every home game, especially the Warren/Downey rivalry game. Additionally, Warren excels at connecting co-curricular activities to the college and career standards. SkillsUSA is a competition associated with the CTE programs. SkillsUSA is a competition associated with the CTE programs. Skills USA offers students an opportunity to compete against peers on a regional, state, national, and potentially world-wide level. Students are challenged through the CTE standards which are linked back to their core classes.	Records (ASB) Club Rush Club Advisor/Leader Meetings with ASB ASB Calendar Link Crew Flyers and Summer Mailer Link Crew Visiting Classrooms ASB Records ASB Election Participation Club Rush Dance Tickets Sold ASB Financial Office Records Athletic Event Attendance Numbers SkillsUSA Records SkillsUSA Awards Data

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Areas of Strength

1. The increase in the amount of resources, and collaboration with community agencies to address mental health needs

2. Ample and diverse opportunities for student involvement and engagement in extra-curricular and co-curricular activities

3. A strong push to build a positive culture of trust and respect amongst the staff and students

4. The communication to students and parents via social media, automatic dialers, *Blackboard Connect, Remind*, and mass emails through *Q* and *Canvas*

Areas of Growth

1. Creating a multi-tiered support system for social-emotional support and student academic growth

2. Collaborate with the district Human Relations Council (HRC) to develop an equity plan that supports and provides resources to improve our practices in addressing issues of safety, inequality, discrimination, accountability and racism within our school system and community.

3. Provide increased opportunities to improve student input in school policies and expectations

4. Create a system of collecting and analyzing data beyond the one year of support

Prioritized Areas of Growth Needs from Categories A through E

Prioritized areas of growth from the five categories:

1. Continue to expand the co-teaching model for special populations to access the "a-g" curriculum (i.e. EL, students with IEPs, and at-promise)

2. Essential standards need to be identified in all PLCs & aligned to support ELA & Math

3. Common assessments need to be aligned to PLC essential standards

4. All core PLCs need to create & implement common formative assessments

5. PLCs need to revisit their re-teaching process after analyzing formative assessment data

6. Provide cross-curricular & vertical collaboration opportunities for PLCs

7. Continue building resources and trainings to help with the implementation of technology into the curriculum

8. Continue teacher professional development in the use of technology to improve learner outcomes

9. Refine the process for sharing best practices within PLCs

10. Continue teacher "walkthroughs" to support the development of First Best Instruction

11. Creating a multi-tiered support system for social-emotional support and student academic growth

12. Implement FBI strategies to include Culturally Responsive Teaching (CRT) that ensures equity and inclusion

13. Collaborate with the district Human Relations Council (HRC) to develop an equity plan that supports and provides resources to improve our practices in addressing issues of safety, inequality, discrimination, accountability and racism within our school system and community.

14. Provide increased opportunities to improve student input in school policies and expectations

15. Create quality surveys to collect student perception data

16. Identify a platform dedicated to parent input

17. Update written student and staff handbooks and align to purpose statements/SLOs

18. Help increase PTSA participation

19. Create a system of collecting and analyzing data beyond the one year of support

20. All PLCs will familiarize themselves with state assessment formatting and skills

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Critical Learning Need #1:
Increase the percent of students who graduate meeting "a-g" requirements.

CA Dashboard Categories: College/Career Readiness; ELA; Math

Schoolwide Learner Outcomes Addressed:
Be a Critical Thinker, **E**ffective Communicator, **A**cademically Empowered, **R**eady for College and Career

Rationale:
- Beginning with the class of 2024, the new DUSD graduation requirements that are aligned with "a-g" need to be met with a D or higher.
- Beginning with the class of 2026, students must pass "a-g" classes with a C or better
- Approximately 50% of Warren graduates in 2020 met the "a-g" requirements

Growth Targets:
- Increase the number of students receiving a C or better on their first attempt to 80% in all "a-g" classes by 2026
- Decrease the number of both "D" and "F" percentages
- Maintain an overall graduation rate of 98%

Critical Learning Need #2:
Maximize special populations' enrollment in general education classes.

CA Dashboard Categories: English Learner Progress; College/Career Readiness; ELA; Math

Schoolwide Learner Outcomes Addressed:
Be a Critical Thinker, **E**ffective Communicator, **A**cademically Empowered, **R**eady for College and Career

Rationale:
- Updated graduation requirements include passing all "a-g" courses with a C or better starting with the % 2026
- 22% of graduates in the EL program are meeting "a-g" requirements (2019)
- 14% of graduates with an IEP meet the "a-g" criteria (2019)

Growth Targets:
- Increase the rate of students, within special populations, who meet the "a-g" criteria by a minimum average of 3% a year
- Increase inclusion of the student population in the mod-severe program in courses with a "unified" format and SDC departmentalized classes

Critical Learning Need #3:

Implement a system of behavior intervention with a focus on social-emotional learning and well-being.

CA Dashboard Categories: Suspension Rate; College/Career Readiness

Schoolwide Learner Outcomes Addressed:
Be a Critical Thinker, **E**ffective Communicator, **R**eady for College and Career, **S**tudents of Character

Rationale:
- Student survey (2020) data indicates elevated anxiety and stress
  - higher stress/anxiety levels are predicted with returning to school from the COVID crisis
  - increase of students' feelings of loneliness and lack of connection from distance learning
  - manage students' stress of being competitive in the college-and-career market
- Referral & suspension rates have increased
  - The increase of vaping, cyberbullying, and academic integrity incidents among students
- Student attendance/engagement is impacted by the current COVID-related environment
- Training is needed for an understanding of the CAVE code of conduct inclusive of the digital environment

Growth Targets:
- All teachers and support staff trained in districtwide adopted K-12 SEL curriculum
- Implement schoolwise Social Emotional Learning (SEL) curriculum over the next six years

Critical Learning Need #4:

Increase the number of students prepared for college-and-career as measured by college-and-career indicators reported on the California Dashboard.

CA Dashboard Categories: College/Career Readiness; ELA; Math

Schoolwide Learner Outcomes Addressed:
Be a Critical Thinker, **E**ffective Communicator, **A**cademically Empowered, **R**eady for College and Career, **S**tudents of Character

Rationale:
- Approximately 50% of Warren graduates in 2020 met the "a-g" requirements
  - 22% Graduates in the EL program are achieving the a-g criteria
  - 14% Graduates receiving support from Sp Ed are achieving the a-g criteria
- There is a large discrepancy between the number of students who are enrolled in a CTE pathway and those who complete the pathway (1,160 enrolled and 69 completers in 2020)
- Approximately 2 % of students complete a dual enrollment course annually
- 16.3% of students take at least one AP class
- 10.9% earned the Seal of Biliteracy

Growth Targets:
- Increase the amount of students prepared for college-and-career as measured by California Dashboard by an average 3% each year by 2026
- Increase number of CTE completers by an average of 3% each year by 2026
- Increase the number of Intersegmental General Education Transfer Curriculum (IGETC) courses offered through dual enrollment to eight courses (200 students) by 2026
- Increase the number of students earning the Seal of Biliteracy to 20%
- Increase the number of students taking at least one AP course while maintaining the pass rate %
- Exceed the state average in "Met" rates in CAASPP in ELA and Math

Critical Learning Need #5:
Implement a schoolwide academic intervention plan within the school day to help all students succeed.

CA Dashboard Categories: English Learner Progress; College/Career Readiness; ELA; Math

Schoolwide Learner Outcomes Addressed:
Be a Critical Thinker, **E**ffective Communicator, **A**cademically Empowered, **R**eady for College and Career

Rationale:
- By 2026, students will have to pass all "a-g" requirements with a "C" or better in order to graduate
- 24% of current 9th graders are struggling to complete three or more "a-g" requirements on their first attempt
- Consistently, more than 15% of students are receiving at least one "D" or "F"
    - At the 2020 fall semester, 24.3% of students received at least one "D" or "F"
- Attempts of academic support outside of the school day have not shown positive results

Growth Targets:
- Increase the amount of students meeting "a-g" requirements to 80% of students by 2026
- Decrease the number of both "D/F" percentages by 50% by 2026 (15% baseline)

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Action Plan #1	Increase the percentage of graduates meeting "a-g" requirements by an average of 10% a year.
Rationale	- Beginning with the class of 2024, the new DUSD graduation requirements that are aligned with "a-g" need to be met with a D or higher. - Beginning with the class of 2026, students must pass "a-g" classes with a C or better - Approximately 50% of Warren graduates in 2020 met the "a-g" requirements
SLOs	**B**e a Critical Thinker, **E**ffective Communicator, **A**cademically Empowered, **R**eady for College and Career, **S**tudents of Character
Growth Target	- Increase the number of students receiving a C or better on their first attempt to 80% in all "a-g" classes by 2026 - Decrease the number of both "D" and "F" percentages - Maintain an overall graduation rate of 98%

Actions to Improve Educational Practice	Task	Person(s) Responsible	Assessment	Resources	Timeline	Follow up indicator
1.1 - Refocus on the PLC process	Revisit the PLC process with all PLCs Increase the utilization of First Best Instructional (FBI) strategies to increase student engagement and meet the learning needs of all learners in mastering content and skills Create a system of sharing FBI strategies within, and between, PLCs Continue to discuss, review, and refine PLC grading practices Provide opportunities for horizontal and vertical articulation between PLCs	School administrators District administrators & curriculum TOSAs PLC leaders Leadership Coalition (LC) Instr Leadership Team (ILT) Instructional Coaches Teacher Technology Leads	PLC-created common assessments	PLC-created rubrics PLC-identified essential standards PLC-created grading guidelines	Fall 2021-On-going	PD agendas/minutes to include FBI instructional training for all teachers Instructional Coaches & LC's subcommittee will support the implementation of FBI strategies PLCs will meet with other PLCs in their own content area, as well as across curricular contents, at least quarterly (PLC Calendar) At least one PD day a year will include a grading discussion/ training for all teachers to attend Updated pacing guides, curriculum maps, essential standards for each course & common assessments
1.2 - Use special programs/ co-curricular programs to provide academic support to students	Create an academic support program that is tied to the school athletic program Utilize AVID strategies to be implemented in non-AVID classroom instruction Maintain Link Crew's 9th grade involvement & support Continue to develop a schoolwide tutoring program through the Student Resource Center that utilizes peer tutoring	Site administrators Athletic Director & Coaches Prog coordinators & teachers Link Crew advisors Instructional Coaches Leadership Coalition (LC)	State Assessments College-readiness (i.e. SAT, EAP) PLC Common Assessments	Prof Development Intervention Funds Additional FTE(s) Student Training Data Collection/ Referral System (i.e TutorTrac)	Fall 2021-ongoing	Grade-distribution reports Master Schedule ILT Walkthroughs Data Collection/ Referral System (i.e TutorTrac)

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Action Plan # 2	Maximize special populations' enrollment & achievement in general education classes
Rationale	• Updated graduation requirements include passing all "a-g" courses with a C or better starting with the % 2026 • 22% of graduates in the EL program are meeting "a-g" requirements (2019) • 14% of graduates with an IEP meet the "a-g" criteria (2019)
SLOs	**B**e a Critical Thinker, **E**ffective Communicator, **A**cademically Empowered, **R**eady for College and Career, **S**tudents of Character
Growth Target	• Increase the rate of students, within special populations, who meet the "a-g" criteria by a minimum average of 3% a year • Increase inclusion of the student population in the mod-severe program in courses with a "unified" format and SDC departmentalized classes

Actions to Improve Educational Practice	Task	Person(s) Responsible	Assessment	Resources	Timeline	Follow up indicator
2.1 - Offer co-teaching sections in all levels of core content areas: ELA, Math, Science, Social Science	Reduce enrollment in Sp Ed pull-out classes such as RSP/SDC department self-contained classes Increase rigor for all students enrolled in the EL or Sp Ed programs and at-promise categories with adequate support in the gen ed setting Offer "a-g" co-taught sections in each core content level, as needed, as demonstrated by data	District & Site Admin Sp Ed Case Managers EL Coordinator Counselors	State Exams College Readiness; i.e. "a-g", SAT, ACT, EAP PLC common assess	Co-teaching/ Push-In Prof Dev UDL PD	Fall 2021- On-going	Master Schedule Enrollment Rosters Grade Distribution
2.2 - Offer push-in support in high-demand gen ed classes that are "a-g" certified.	Identify existing staff and/or add staff to support in co-teaching classes Provide inclusion-trained SIA support in high-demand general education classes that meet "a-g" criteria such as Spanish levels 1 & 2	Gen Ed Teachers Classified Staff	State Exams Meet College Readiness Criteria; i.e. "a-g", SAT, ACT, EAP PLC common assess	PD in Co-teaching/ Push-In training UDL PD	Fall 2021- On-going	Master Schedule Enrollment Rosters Grade Distribution
2.3 - Articulate with middle schools to prepare incoming 9th graders for the rigor of "a-g" criteria.	Articulate with middle schools annually to learn about the incoming class' needs (social-emotional & academically) Sp Ed, EL and applicable support providers meet annually with WHS to learn about current programs and supports to facilitate a successful transition into high school	Middle School Partners Site admin, counselors, teachers, & support staff	PSAT PLC Common Assess	Articulation Day Middle School Registration	On-going	Gr 9 Grade Distribution 9th gr "a-g" completion rates
2.4 - Site leaders continue to participate in the District's "a-g" Committee	Identify adequate supports/courses to facilitate academic achievement for all special populations	Site Admin Leadership Coalition	State Exams College Readiness; i.e. "a-g", SAT, ACT, EAP PLC common assess	LC Meetings PLC/Dept Meetings	Fall 2021- On-going	Enrollment Rosters Grade Distribution Graduation Rate

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Action Plan #3	Implement a system of behavior intervention with a focus on social-emotional learning and well-being

Rationale	• Student survey (2020) data indicates elevated anxiety and stress
	  ○ higher stress/anxiety levels are predicted with returning to school from the COVID crisis
	  ○ increase of students' feelings of loneliness and lack of connection from distance learning
	  ○ manage students' stress of being competitive in the college-and-career market
	• Referral & suspension rates have increased
	  ○ The increase of vaping, cyberbullying, and academic integrity incidents among students
	• Student attendance/engagement is impacted by the current COVID-related environment
	• Training is needed for an understanding of the CAVE code of conduct inclusive of the digital environment

SLOs	**B**e a Critical Thinker, **E**ffective Communicator, **A**cademically Empowered, **R**eady for College and Career, **S**tudents of Character
Growth Target	• All teachers and support staff trained in districtwide adopted K-12 SEL curriculum • Implement schoolwise Social Emotional Learning (SEL) curriculum over the next six years

Actions to Improve Educational Practice	Task	Person(s) Responsible	Assessment	Resources	Timeline	Follow up indicator
3.1 - Create a Student Wellness Center for students/parents to access additional mental health support and resources needed	Stakeholder collaboration to identify the Wellness Center's purpose and goals Continuous training of staff & students on the school's available mental health support services Promote all mental health resources available, i.e. social media, parent trainings, classroom presentations to staff, students and parents	Students, Parents, Teachers, Support Staff Site Admin	CA Dashboard	Full-time mental health counselors/ therapists	Fall 2021- ongoing	Meeting Agenda/Minutes Wellness Center Sign-ins Discipline Records (monitor decrease of behaviors)
3.2 - Implement Social-Emotional Learning (SEL) framework	A team of teachers voluntarily pilot SEL curriculum to inform the curriculum adoption Adopt a K-12 curriculum that includes a universal screener Provide professional development for SEL implementation Develop a consistent annual survey to measure student wellness, safety, and equity	Student Voice Teachers Support Staff Site Admin	CA Dashboard	Teachers Support Staff District /Site Administration	Fall 2021 - ongoing	Discipline Records (monitor decrease of behaviors) Student Survey Data (baseline data collected 2021-2022)
3.3 - Collaborate with the district Human Relations Council (HRC) to develop an equity plan	Develop supports and resources that will improve our practices, which address issues of safety, inequality, discrimination, accountability and racism within the school system and community Continued Cultural Proficiency training of staff and administration Continued professional development of culturally responsive teaching with staff and administration	Site HRC Team Teachers Site Admin Instr Coaches	LCAP student perception data	ISTE resources Equity Partnership Texts	Summer 2020- ongoing	PD agendas & attendance Coaching workshops and professional development agendas and attendance

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Action Plan #4	Increase the number of students prepared for college-and-career as measured by the California Dashboard
Rationale	- Approximately 50% of Warren graduates in 2020 met the "a-g" requirements 22% Graduates in the EL program are achieving the a-g criteria 14% Graduates receiving support from Sp Ed are achieving the a-g criteria - There is a large discrepancy between the number of students who are enrolled in a CTE pathway and those who complete the pathway (1,160 enrolled and 69 completers in 2020) - Approximately 2 % of students complete a dual enrollment course annually 16.3% of students take at least one AP class 10.9% earned the Seal of Biliteracy
SLOs	**B**e Critical Thinkers, **E**ffective Communicators, **A**cademically Empowered, **R**eady for College and Career, **S**tudents of Character
Growth Target	- Increase the amount of students prepared for college-and-career as measured by California Dashboard by an average 3% each year by 2026 - Increase number of CTE completers by an average of 3% each year by 2026 - Increase the number of Intersegmental General Education Transfer Curriculum (IGETC) courses offered through dual enrollment to eight courses (200 students) by 2026 - Increase the number of students earning the Seal of Biliteracy to 20% - Increase the number of students taking at least one AP course while maintaining the pass rate percentage - Exceed the state average in "Met" rates in CAASPP in ELA and Math

Actions to Improve Educational Practice	Task	Person(s) Responsible	Assessment	Resources	Timeline	Follow up indicator
4.1 - Continue to reorganize pathways to increase CTE completer rates	Analyze master schedule & remove barriers that prevent students from taking pathway courses consecutively Create a data collection system for certification and completion Increase opportunities for students to participate and complete CTE Pathways	Counselors College & Career Center	CA Dashboard	Curriculum Prof Dev	Fall 2021-ongoing	Master Schedule Enrollment Data
4.2 - Expand the Dual Enrollment program for students to earn college credit	Identify teachers who are qualified in certain content areas to teach dual enrollment classes Explore the creation of an Early College Program (students graduating with an AA) Promote awareness of opportunities for students to earn college credit while in high school	Site Admin Counselors College & Career	CA Dashboard		Fall 2021-ongoing	Master Schedule Enrollment Data
4.3 - Increase AP enrollment while maintaining or improving pass rates of the AP exams	Updated training for current AP teachers to align to AP revisions of standards and the AP exam Increase the number of students who meet the Seal of Biliteracy by passing a LOTE AP exam	Counselors AP Teachers	CA Dashboard AP Exams LOTE Placement	AP Curriculum LOTE Tutoring	Fall 2021-ongoing	Enrollment Data Grade Distribution Summer LOTE Enrollment
4.4 - Reduce the rate of "Not Met" in the CAASPP.	Cross Curricular Alignment: Include the ELA/Math CAASPP framework in the identification of essential standards in all core courses	PLCs PLC Assess	CAASPP CA Dashboard	PLC time	Fall 2021-ongoing	Enrollment Data Essential Standards

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Action Plan # 5	Implement a schoolwide academic intervention plan within the school day
Rationale	- By 2026, students will have to pass all "a-g" requirements with a "C" or better in order to graduate 24% of current 9th graders are struggling to complete three or more "a-g" requirements on their first attempt - Consistently, more than 15% of students are receiving at least one "D" or "F" - At the 2020 fall semester, 24.3% of students received at least one "D" or "F" - Attempts of academic support outside of the school day have not shown positive results
SLOs	**B**e a Critical Thinker, **E**ffective Communicator, **A**cademically Empowered, **R**eady for College and Career, **S**tudents of Character
Growth Target	- Increase the amount of students meeting "a-g" requirements to 80% of students by 2026 - Decrease the number of both "D/F" percentages by 50% by 2026 (15% baseline)

Actions to Improve Educational Practice	Task	Person(s) Responsible	Assessment	Resources	Timeline	Follow up indicator
5.1 - Renew a focus on Tier 1 intervention in the classroom.	Continue to identify essential standards and align to curriculum, instruction, and assessment Explore research-based grading practices that guide PLCs to implement common grading practices based around essential standards Increase the utilization of FBI strategies to increase student engagement and meet the learning needs of all learners in mastering content and skills. Create a system of sharing First Best Instructional strategies within, and between, PLCs Focus on the development & implementation of common formative assessments to identify areas for reteaching Continue to use data to identify students who need Tier 1/reteaching intervention	PLCs LC Instructional Coaches Canvas Coaches TTLs	CAASPP/EAP PSAT/SAT PLC Common Assessments	PLC Time Illuminate FBI Professional Development	Fall 2021-ongoing	A Canvas digital library with videos and examples of FBI strategies "a-g" completion rate
5.2 - Develop Tier 2 intervention options for students who are struggling to show proficiency and mastery in the classroom.	Use data to identify students who need Tier 2 support Create a data team to track the progress of Tier 2 students Involve the parents of Tier 2 intervention participants Implement a freshman level transition course to help students develop skills to be successful in high school Explore a revised school schedule that can incorporate Tier 1 and/or Tier 2 intervention within the school day	PLCs LC Instructional coaches	CAASPP/EAP PSAT/SAT PLC Common Assessments	PLC Time Illuminate	Fall 2021-ongoing	Summer bridge attendance and completion