SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

WARREN HIGH SCHOOL

8141 De Palma Street
Downey, CA 90241

Downey Unified School District

March 8-11, 2015

Visiting Committee Members
Dee Ann Ringstead, Chairperson
Retired Principal, Santa Maria Joint Union High School District, Santa Maria, CA

Marissa Berman
Principal, Citizens of the World Charter School, Los Angeles, CA

Linda Burke
Retired Assistant Principal, Hemet Unified School District, Hemet, CA

Chris Carter
Principal, Aliso Niguel High School, Aliso Viejo, CA

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Head Counselor, Saugus High School, Saugus, CA

Dr. Ilin Magran
Psychologist, Glendale, CA

Mischa Tacchia
Teacher, Indian Springs High School, San Bernardino, CA
Chapter I: Student/Community Profile

Warren High School (WHS) is a large comprehensive high school in the Downey Unified School District, serving over 3,800 students with nearly 250 staff members. The school 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. The enrollment at Warren HS has grown slightly over the last six years; 3,666 students in 2009-2010 to 3,833 in 2015.

The demographics of Warren have remained consistent for the past six years. In 2009, 81% of the student body was Hispanic and, in 2015, 85% of students are Hispanic. Whites have declined from 11% in 2009 to 8% in 2015. All other ethic groups have remained stable. The EL population has remained stable between 8% and 10% of the student population; 43% are designated as fluent English proficient and 9.4% were reclassified as R-FEP. The percentage of students with special needs has also remained consistent, varying between 8% to 10% of the population. The most significant demographic change has been in the socioeconomically disadvantaged population. In 2009, 57% of students were on Free/Reduced lunch, but by 2014 the percentage increased to 72%.

Adequate Yearly Progress (AYP)
In 2014, 15 of the 17 criteria were met – the proficiency targets for ELA and math were not met for the socioeconomically disadvantaged subgroup.

<table>
<thead>
<tr>
<th>Adequate Yearly Progress</th>
<th>2014</th>
<th>Tested</th>
<th>Met Criteria</th>
<th>% Proficient</th>
<th>Met Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ELA</td>
<td>Math</td>
<td>ELA</td>
<td>Math</td>
</tr>
<tr>
<td>School Wide</td>
<td></td>
<td>918</td>
<td>Yes</td>
<td>65%</td>
<td>66.40%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td>804</td>
<td>Yes</td>
<td>65%</td>
<td>66%</td>
</tr>
<tr>
<td>Socio-economically</td>
<td></td>
<td>690</td>
<td>Yes</td>
<td>60.60%</td>
<td>63%</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td>205</td>
<td>Yes</td>
<td>38.50%</td>
<td>46.10%</td>
</tr>
</tbody>
</table>
Academic Performance Index (API)
Warren’s overall student performance as measured by the Academic Performance Index (API) has exceeded the growth target every year in the last 6 years; from 731 in 2009 to 792 to 2013. With the exception of students with disabilities in 2010, all subgroup scores have improved. While there is growth for all subgroups over the last three years, English Learners and students with disabilities remain subgroups of concern and focus.

<table>
<thead>
<tr>
<th>API Growth</th>
<th>Group</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Students</td>
<td>731</td>
<td>750</td>
<td>764</td>
<td>787</td>
<td>792</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>713</td>
<td>737</td>
<td>755</td>
<td>779</td>
<td>785</td>
</tr>
<tr>
<td></td>
<td>Socio Economically Disadvantaged</td>
<td>705</td>
<td>728</td>
<td>747</td>
<td>769</td>
<td>779</td>
</tr>
<tr>
<td></td>
<td>English Learners</td>
<td>629</td>
<td>667</td>
<td>674</td>
<td>700</td>
<td>709</td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities</td>
<td>525</td>
<td>500</td>
<td>517</td>
<td>540</td>
<td>586</td>
</tr>
</tbody>
</table>

California High School Exit Exam
The 2010 overall pass rate was 81% for math and 85% for English language arts (ELA). In 2014, 88% of tenth graders passed the math and the ELA sections. There has been a net growth in proficiency of 11% since 2010 for language arts and 15% for mathematics. Results for special education and EL students have been inconsistent over time.

<table>
<thead>
<tr>
<th>CAHSEE English Language Arts</th>
<th>Population</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent Passed</td>
<td>Percent Prof</td>
<td>Percent Passed</td>
<td>Percent Prof</td>
<td>Percent Passed</td>
<td>Percent Prof</td>
</tr>
<tr>
<td>Schoolwide</td>
<td>83%</td>
<td>NA</td>
<td>85%</td>
<td>53%</td>
<td>85%</td>
<td>63%</td>
<td>86%</td>
</tr>
<tr>
<td>EL</td>
<td>42%</td>
<td>NA</td>
<td>39%</td>
<td>4%</td>
<td>40%</td>
<td>9%</td>
<td>48%</td>
</tr>
<tr>
<td>Spec. Ed.</td>
<td>42%</td>
<td>NA</td>
<td>45%</td>
<td>14%</td>
<td>34%</td>
<td>10%</td>
<td>28%</td>
</tr>
<tr>
<td>Socio-Econ Disadvantaged</td>
<td>78%</td>
<td>NA</td>
<td>80%</td>
<td>46%</td>
<td>83%</td>
<td>57%</td>
<td>84%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent Passed</td>
<td>Percent Prof</td>
<td>Percent Passed</td>
<td>Percent Prof</td>
<td>Percent Passed</td>
<td>Percent Prof</td>
</tr>
<tr>
<td>Schoolwide</td>
<td>82%</td>
<td>NA</td>
<td>81%</td>
<td>51%</td>
<td>86%</td>
<td>56%</td>
<td>86%</td>
</tr>
<tr>
<td>EL</td>
<td>47%</td>
<td>NA</td>
<td>45%</td>
<td>10%</td>
<td>49%</td>
<td>14%</td>
<td>58%</td>
</tr>
<tr>
<td>Spec. Ed.</td>
<td>42%</td>
<td>NA</td>
<td>34%</td>
<td>8%</td>
<td>40%</td>
<td>17%</td>
<td>34%</td>
</tr>
<tr>
<td>Socio-Econ Disadvantaged</td>
<td>80%</td>
<td>NA</td>
<td>76%</td>
<td>47%</td>
<td>85%</td>
<td>53%</td>
<td>85%</td>
</tr>
</tbody>
</table>

California Standards Tests (CST)

English Language Arts
English Language Arts results have increased over the last 6 years. In the 2013 CST administration, 72% of 9th graders, 55% of 10th graders, and 52% of 11th graders scored proficient or above. Ninth grade proficient/advanced results have improved by 21%, 10th grade by 13%, and 11th grade by 14%
since 2009. Warren’s below basic and far below basic scores were also improving; 9th grade having an overall drop of 12%, 10th grade dropped 13%, and 11th grade dropped 19%.

### CST - English Language Arts

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>% Adv</td>
<td>19%</td>
<td>16%</td>
<td>13%</td>
<td>18%</td>
<td>21%</td>
</tr>
<tr>
<td>% Prof</td>
<td>32%</td>
<td>26%</td>
<td>25%</td>
<td>34%</td>
<td>24%</td>
</tr>
<tr>
<td>% Basic</td>
<td>31%</td>
<td>34%</td>
<td>29%</td>
<td>31%</td>
<td>35%</td>
</tr>
<tr>
<td>% BB</td>
<td>14%</td>
<td>15%</td>
<td>22%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>% FBB</td>
<td>4%</td>
<td>9%</td>
<td>15%</td>
<td>6%</td>
<td>14%</td>
</tr>
<tr>
<td>Pro&amp;Adv</td>
<td>51%</td>
<td>42%</td>
<td>38%</td>
<td>52%</td>
<td>43%</td>
</tr>
<tr>
<td>BB&amp;FBB</td>
<td>18%</td>
<td>24%</td>
<td>32%</td>
<td>17%</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Mathematics

While math CST scores have shown no real trend, Algebra I and Geometry has shown overall improvement. Since 2009, the percentage of those at or above proficient has increased, the percentage of basic students has increased or stayed the same, and the percentage of below basic and far below basic students has decreased. In 2009, 13% of Algebra students and 17% of Geometry students scored proficient or advanced; that number has increased now to 21% of Algebra I students and 24% of Geometry students. Sixty-one percent of Algebra students and 54% of Geometry students scored below basic or far below basic in 2009; that number has decreased to 47% of Algebra students, and 47% of Geometry students.

### CST - Mathematics

#### Algebra I

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Adv</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>% Prof</td>
<td>12%</td>
<td>9%</td>
<td>17%</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td>% Basic</td>
<td>27%</td>
<td>22%</td>
<td>27%</td>
<td>28%</td>
<td>31%</td>
</tr>
<tr>
<td>% BB</td>
<td>43%</td>
<td>47%</td>
<td>37%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>% FBB</td>
<td>18%</td>
<td>20%</td>
<td>16%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Pro&amp;Adv</td>
<td>13%</td>
<td>10%</td>
<td>20%</td>
<td>17%</td>
<td>21%</td>
</tr>
<tr>
<td>BB&amp;FBB</td>
<td>61%</td>
<td>67%</td>
<td>53%</td>
<td>54%</td>
<td>47%</td>
</tr>
</tbody>
</table>

#### Geometry

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Adv</td>
<td>3%</td>
<td>4%</td>
<td>1%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>% Prof</td>
<td>14%</td>
<td>16%</td>
<td>16%</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>% Basic</td>
<td>30%</td>
<td>30%</td>
<td>28%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>% BB</td>
<td>46%</td>
<td>41%</td>
<td>42%</td>
<td>32%</td>
<td>40%</td>
</tr>
<tr>
<td>% FBB</td>
<td>8%</td>
<td>8%</td>
<td>13%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Pro&amp;Adv</td>
<td>17%</td>
<td>20%</td>
<td>17%</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>BB&amp;FBB</td>
<td>54%</td>
<td>49%</td>
<td>55%</td>
<td>42%</td>
<td>47%</td>
</tr>
</tbody>
</table>

### Social Science

World History scores have shown a dramatic increase in those at or above proficient. In 2009, 39% were at or above proficient; by 2013, there had been an increase of 17 percentage points to 56%. U.S. History has also shown an increase, rising from 42% at or above proficient in 2009 to 58% in 2013. Overall, 55% of Hispanic, 54% of socioeconomically disadvantaged, 21% of special education, and 14% of English leaner students performed at proficient or above; those are up from 37%, 35%, 12%, and 5% respectively since 2009.
CST – Social Sciences

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>World</td>
<td>US</td>
<td>World</td>
<td>US</td>
<td>World</td>
</tr>
<tr>
<td>% Adv</td>
<td>15%</td>
<td>17%</td>
<td>23%</td>
<td>20%</td>
<td>26%</td>
</tr>
<tr>
<td>% Prof</td>
<td>24%</td>
<td>25%</td>
<td>27%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td>% Basic</td>
<td>29%</td>
<td>28%</td>
<td>27%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>% BB</td>
<td>15%</td>
<td>14%</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>% FBB</td>
<td>17%</td>
<td>16%</td>
<td>12%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Pro&amp;Ad</td>
<td>39%</td>
<td>42%</td>
<td>50%</td>
<td>52%</td>
<td>55%</td>
</tr>
<tr>
<td>BB&amp;FBB</td>
<td>32%</td>
<td>30%</td>
<td>22%</td>
<td>21%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Science
The net growth in the percent of students performing advanced or proficient is 19% in earth science and 10% in biology. It is important to note that the enrollment in both the biology and chemistry classes has steadily increased during that time, while the earth science enrollment has decreased; students have been placed in a more challenging course of science beginning with the 9th grade as compared to years past. The 10th grade life science test demonstrates a higher percent of students performing at advanced and proficient levels over time, from 40% in 2009 to 56% in 2013.

CST – Science

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Life Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Adv</td>
<td>17%</td>
<td>19%</td>
<td>18%</td>
<td>20%</td>
<td>24%</td>
</tr>
<tr>
<td>% Prof</td>
<td>23%</td>
<td>27%</td>
<td>29%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>% Basic</td>
<td>34%</td>
<td>33%</td>
<td>29%</td>
<td>31%</td>
<td>28%</td>
</tr>
<tr>
<td>% BB</td>
<td>15%</td>
<td>12%</td>
<td>12%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>% FBB</td>
<td>12%</td>
<td>8%</td>
<td>11%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Pro&amp;Ad</td>
<td>40%</td>
<td>46%</td>
<td>47%</td>
<td>52%</td>
<td>56%</td>
</tr>
<tr>
<td>BB&amp;FBB</td>
<td>27%</td>
<td>20%</td>
<td>23%</td>
<td>17%</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Earth Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Adv</td>
<td>4%</td>
<td>7%</td>
<td>9%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>% Prof</td>
<td>15%</td>
<td>25%</td>
<td>23%</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>% Basic</td>
<td>44%</td>
<td>42%</td>
<td>40%</td>
<td>39%</td>
<td>43%</td>
</tr>
<tr>
<td>% BB</td>
<td>19%</td>
<td>15%</td>
<td>14%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>% FBB</td>
<td>19%</td>
<td>12%</td>
<td>13%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Pro&amp;Ad</td>
<td>19%</td>
<td>32%</td>
<td>32%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>BB&amp;FBB</td>
<td>38%</td>
<td>27%</td>
<td>27%</td>
<td>22%</td>
<td>19%</td>
</tr>
</tbody>
</table>

| Year | Biology | | | | |
|------|---------| | | | |
| % Adv | 14% | 14% | 17% | 20% | 16% |
| % Prof | 29% | 28% | 31% | 36% | 37% |
| % Basic | 41% | 44% | 36% | 35% | 34% |
| % BB | 11% | 7% | 10% | 5% | 8% |
| % FBB | 5% | 7% | 7% | 4% | 4% |
| Pro&Ad | 43% | 42% | 48% | 56% | 53% |
| BB&FBB | 16% | 14% | 17% | 10% | 12% |

| Year | Chemistry | | | | |
|------|-----------| | | | |
| % Adv | 12% | 10% | 8% | 13% | 10% |
| % Prof | 28% | 27% | 33% | 34% | 27% |
| % Basic | 43% | 46% | 48% | 42% | 51% |
| % BB | 11% | 12% | 7% | 10% | 9% |
| % FBB | 6% | 5% | 4% | 4% | 2% |
| Pro&Ad | 40% | 37% | 41% | 47% | 37% |
| BB&FBB | 17% | 17% | 11% | 14% | 11% |
**Advanced Placement Classes**
Warren High School currently offers sixteen AP courses. In 2014, 462 students took at least one AP test; a total of 916 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 three or better.

**Advanced Placement - 2014**

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total AP Students</td>
<td>371</td>
<td>371</td>
<td>393</td>
<td>395</td>
<td>491</td>
<td>462</td>
</tr>
<tr>
<td>Number of Exams</td>
<td>600</td>
<td>710</td>
<td>718</td>
<td>700</td>
<td>964</td>
<td>914</td>
</tr>
<tr>
<td>AP Students with Scores 3+</td>
<td>N/A</td>
<td>223</td>
<td>232</td>
<td>228</td>
<td>275</td>
<td>292</td>
</tr>
<tr>
<td>% of Total AP Students with Scores 3+</td>
<td>N/A</td>
<td>60.10%</td>
<td>59.00%</td>
<td>57.70%</td>
<td>56.00%</td>
<td>63.20%</td>
</tr>
</tbody>
</table>

In 2014, Warren had 58 students earn the AP Scholar Award for students scoring three or higher on three or more AP exams. AP Scholar with Honors Awards were earned by 15 students who received an average score of at least 3.25 on all AP exams taken and scores of three or higher on four or more of these exams. Thirteen students were recognized as AP Scholars with Distinction; these students received an average score of at least 3.5 on all AP exams taken and scores of three or higher on five or more of these exams.

**Scholastic Aptitude Test (SAT)**
The 2013 data shows that of the students who took the SAT, 36% met college entry requirements in English and 24% in math. This is a 2% and 3% decrease in the respective areas since 2012. The University of California (UC) system requires a minimum score of 560 in writing to qualify for admission into credit bearing coursework. Of the students taking the test in 2014, only 15% met the requirement and would not require remediation at the university. This is also a decrease from 2012, with 4% less of students considered college ready.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Tested</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Students ≥ 500</td>
<td>% Students</td>
<td>Students ≥ 500</td>
</tr>
<tr>
<td>2012</td>
<td>587</td>
<td>224</td>
<td>38%</td>
<td>159</td>
</tr>
<tr>
<td>2013</td>
<td>630</td>
<td>250</td>
<td>40%</td>
<td>165</td>
</tr>
<tr>
<td>2014</td>
<td>711</td>
<td>254</td>
<td>36%</td>
<td>168</td>
</tr>
</tbody>
</table>

**Early Assessment Program (EAP)**
In 2014, 25% of Warren’s 11th graders were identified as college ready by the ELA EAP, 19% were ready on a conditional basis, and 57% were identified as not ready. Although the number of 11th graders identified as ready has increased by 12% since 2009, there has been no overall trend. Eleventh graders identified as not ready has shown a positive trend with a drop of 28 points since 2009. In math, 7% of 11th graders were identified as ready and 45% were identified ready on a conditional basis.
Although EAP results have not shown a trend, Warren and DUSD have set goals for improvement. To start the 2014-2015 school year, the district’s goal was for college ready 11th graders to increase by 10% in ELA every year, and 5% in math every year.

**Attendance and Discipline**
Warren’s overall average daily attendance (ADA) for 2013-2014 was 97.26%. Focusing on 9th grade students, the data demonstrates a consistently high attendance rate for freshmen since 2009. The school’s truancy rate (number of students with unexcused absences or tardies of more than 30 minutes on three or more days divided by enrollment) was 5%. 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).
Retention
An area of on-going concern is the number of 9th grade students who are “retained” as the result of failing classes. 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 as 9th graders down from 25.3% in 2010. The data indicates a downward trend.

Reclassification – Grade 9

<table>
<thead>
<tr>
<th>Freshmen Year</th>
<th>Year Reclassified</th>
<th>Number of 10th grade students Reclassified (9)</th>
<th>Number of 10th grade students</th>
<th>Percent of 10th grade students reclassified (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>2010-2011</td>
<td>256</td>
<td>1011</td>
<td>25.30%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2011-2012</td>
<td>190</td>
<td>982</td>
<td>19.30%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2012-2013</td>
<td>137</td>
<td>976</td>
<td>14%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2013-2014</td>
<td>134</td>
<td>926</td>
<td>14%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>2014-2015</td>
<td>125</td>
<td>1017</td>
<td>12%</td>
</tr>
</tbody>
</table>

Graduates and Dropouts
Warren’s 2013 graduation rate was 96.4%; this number has increased from 93.2% in 2009-2010; the dropout rate for 2013 was 2.1%, decreasing from 4.1% in 2009-2010. Of all 2013 Warren graduates, 40.5% had completed all UC/CSU “a-g” requirements, a growth of 11% since 2009-2010. A study in 2008-2009 by the California Postsecondary Education Commission shows that 69.4% of Warren graduates enrolled in postsecondary institutions within 16 months after graduation. Every year, the College-and-Career center conducts a survey of seniors at Warren. The 2014 survey indicated that 90% were planning to attend some sort of schooling after graduation. In addition, 6% were planning to enter the armed services, and 3% were undecided.

Warren High School has implemented a series of career pathways through the Career Technical Education (CTE) programs: Film and Television, Culinary Arts, Animation, and Construction Technology. There are plans to offer pathways in Civil Engineering, Computer Science and Biomedical Sciences in partnership with Cal Poly Pomona. Other support programs offered at the school include AVID, Link Crew, and Character Counts! and Skills USA.

In the spring of 2013, Warren High School earned the California Distinguished School recognition for its progress in closing the achievement gap for all significant subgroups. In that recognition, two significant practices were highlighted for their positive impact on closing the achievement gap: Professional Learning Communities, Supported by Job-embedded Professional Development and Something for Everyone, Connecting Students to the School Program. In addition, Warren earned three Exemplary Program...
recognitions in *Career Technical Education*, *Arts Education*, and *Physical Activity and Nutrition*. These recognitions were awarded following four site validation visits.

Following those recognitions, Warren was named one of *America’s Most Challenging Schools* in the spring of 2014 by the Washington Post for challenging more students to participate in the Advanced Placement program. In the summer of 2014, Warren was named one of *America’s Top High Schools* by the Daily Beast for best preparing socio-economically disadvantaged students for college. DUSD made the AP Honor Roll fall 2014. During the Visiting Committee visit, the school was preparing for a visit/review for the California Gold Ribbon Schools Award.

**Chapter II: Progress Report**

Since the last self-study:

- **Comments on the school’s major changes and follow-up process.**

Warren High School has undergone many changes in leadership since the last full WASC visit in the spring of 2009. The administrative team now consists of a principal, five assistant principals, and two deans of attendance and discipline. Five of the six administrators and both of the deans have been promoted from within the district. Warren’s Leadership Team consists of all administrators along with the 12 department chairs, special program coordinators, and the activities director.

Warren High School has significantly increased the amount of technology available to students and staff during the past six years. To promote the 21st century learning skills embedded in our previous WESLRs and current SLOs, eight class sets of Google ChromeBooks, five class sets of iPads, and four class sets of TI Nspire calculators have been purchased. All classrooms were outfitted with a document camera (which also serves as a grading device for “Illuminate,” the new assessment and data analysis program), an LCD projector, closed circuit television, and schoolwide wireless access. The district appropriated funds for four teacher technology lead (TTL) positions in 2014. Each core department has one TTL who is trained on new hardware and software that Warren receives. The TTLs then train anyone who needs help and routinely offer professional development for Google Drive, Data Director, *Illuminate*, and any other software or hardware that is new to the school.

- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

Through the Focus on Learning Self Study of 2009, Warren staff identified three areas of growth.

#1 - Meeting the needs of English Learners and special needs students in the areas of language acquisition and content proficiency.

#2 - Support students as they matriculate to Warren to be successful by developing their academic, problem solving, and decision-making skills.

#3 - Meet the needs of all students in preparing for post-secondary opportunities.

The WASC visiting committee further tasked Warren with four schoolwide critical areas of follow-up to incorporate into the action plan:
1. **The school must continue to align curriculum/instruction to assessment** – including the CSTs and departmental formative and summative assessment exams in all subject areas – then analyze results, and adjust curriculum and instruction to meet the needs of all students.

   PLC groups have participated in job-embedded professional development in order to support the development of common assessments, the alignment of curriculum and instruction to assessment, and the disaggregation of data. The district hired a consultant, Public Works, Inc., to provide this professional development. In 2010, professional development began with PLCs who worked primarily with 9th grade students; however, most PLCs received training within the first two years. The Public Works, Inc. consultants have worked with each of the PLCs in developing and refining pacing guides and assessment calendars to align to state standards and CST blueprints, interpret data derived from the common assessments, and guide teachers in using this information to make instructional decisions, and develop interventions. Public Works continues to work with PLCs at Warren High School, facilitating the analysis of student work rather than narrowing the focus to just assessment data. Other professional development programs have included: Catapult, ERWC training, and training with Carol Jago, president elect of the National Council of Teachers of English. The district works to align the PD opportunities to ensure consistency in meeting priorities.

2. **Aligning the goals of the Single Plan for Student Achievement and WASC Action Plan will help the school focus on needed changes.**

   During the previous WASC visit it was noted that the Single Plan for Student Achievement, Principal’s Report and WASC Action Plan were not in alignment with one another. For the past five years, Warren has used the WASC Action Plan as the singular document driving changes at the school. All other documents have been brought into alignment so there is continuity and a focus on the necessary changes needed to see student achievement improve.

3. **The school, in conjunction with the district, should pursue resources to provide technology to allow the staff to easily analyze assessment data - both CST and departmental assessment results.**

   In 2010, the district acquired the test assessment program called Data Director to help in the collection and disaggregation of data. Data Director utilizes the district’s student information database so that any given subgroup’s data can be disaggregated. Staff was trained on how to create, scan, and score assessments; then retrieve the desired data for personal and PLC use. There was an expectation amongst all teachers at Warren to use Data Director for all common assessments. Due to the limitations of Data Director, the district purchased assessment analysis software called Illuminate. Illuminate, has been found to be more user friendly by the staff. Data Director is still being used for the rest of this school year while the transition is being made to Illuminate. PLC leaders are now in the process of extracting all needed data from Data Director for future use. The TTLs support staff with training on the new system.
4. **The school needs to continue to develop instructional strategies to increase engagement of all students in the learning process and mastery of the standards.**

Sheltered Instruction Observation Protocol (SIOP) is a researched-based and validated model of instruction that has been adopted by the district. SIOP outlines important aspects of lesson development, instructional strategies, and assessment that support all learners. Professional development is provided by the district to help teachers plan and deliver lessons that allow English Learners to acquire academic knowledge as they develop English language proficiency. In the first few years of SIOP implementation, support was provided by SIOP coaches to assist teachers in implementing the instructional strategies in the classroom. There were two coaches in each of the core departments; however, SIOP coaches are no longer supported as a result of the reallocation of funding by the district. Currently, over 80% of core teachers are SIOP trained, and Warren High School still expects SIOP strategies to be used in the classroom. Through the collaborative structure of the PLCs, teachers share strategies when identifying areas of need. Some PLCs have developed shared lessons to develop and examine instructional strategies collectively. Implementation of SIOP and the development of shared lessons are inconsistent across PLCs.

In the three-year follow-up visit in the spring of 2012, the Visiting Committee gave Warren High School two additional recommendations:

1. **Continue to deepen the PLC work with the alignment of curriculum, instruction, and assessment, strategically re-format data into information that informs and develop first best instruction in all curricular areas and pursue a schoolwide collective interventions program.**

   The PLC framework guides the work at Warren High School. The PLC work is centered on the transition to the common core state standards and is supported with targeted coaching and professional development. The work of the PLCs is supported through the PLC leads (Instructional Leadership Team-ILT.) The ILT focuses on identifying, supporting and evaluating a schoolwide instructional focus to collectively support the school’s improvement efforts.

2. **Continue to develop and refine student support structures and programs in response to students’ needs. Utilize evaluation of program results to focus on future work, along with serving as the basis for celebration.**

   The Freshman Learning Excellence (FLEX) program was implemented as an intervention support program for at-risk students. Beginning their freshman year of high school, students had two skill development support classes linked to their English and math classes to narrow the achievement gap of students in these areas and fill in learning gaps in these two content areas. In their sophomore year, the program offered one skill and development support class linked to biology and Physical Science of the Earth, thus meeting their science graduation requirement. A support program was then in place for their junior year social science class. The expectation was that students could succeed independently by their senior year. This program ran for three years and was replaced with Intensive and Strategic Intervention classes in 2012.

As a result of the district’s program improvement status, the district worked with a
consultant, West Ed, to revise their LEA plan. West Ed recommended an Intensive and Strategic Intervention plan be developed to support at-risk 9th and 10th grade students. While Warren High School was not in program improvement, it implemented the plan as part of the district initiative. Intensive Intervention classes are for 9th grader students who perform in the bottom 10% of the previous year’s CST scores. The program serves students with special needs in RSP and English learners if they meet the identification criteria. There are currently four classes of Intensive Intervention students. Each class consists of a 2 hour block team-taught by an English teacher and a special education teacher. The Strategic Intervention class is for low performing 10th grade students and is formatted similarly to the Intensive Intervention class. Both Intensive and Strategic classes use the Edge curriculum which is a core Reading/Language Arts program designed for students reading below grade level. First year implementation yielded positive results on student performance on the state standards assessment.

With the addition of two Deans of Attendance and Discipline, the school developed a schoolwide Positive Behavior Intervention Support (PBIS) plan. PBIS will address one part of the intervention pyramid, the social-emotional component that impacts student learning. The academic half of the intervention pyramid includes “First Best Instruction”, Link Crew, afterschool tutoring, PLC collaboration, and academic programs (Special education, ELD, ELA intervention, AVID). While these programs are in place, the school’s entry/exit criteria need to be more clearly delineated; this includes articulating the interventions to ensure that all students are being supported.
Chapter III: Self-Study Process

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.

Values

High Expectations and Rigor for All
Accountability and Responsibility
Continuous Improvement
Connectedness to School and Community
Innovative and Creative Environment
Character with Respect and Integrity

Schoolwide Learner Outcomes

Be Critical Thinkers
Effective Communicators
Academically Empowered
Ready for College and Career
Students of Character
Comment on the school’s self-study process with respect to the expected outcomes of the self-study.

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

   Warren High School participated in the self-study process over the past year and a half. A coordinator was selected and supported by a team of six teachers and the administrative team to lead the focus groups and write and edit the report. Each focus group included members from each content/grade PLC plus classified staff. Each focus group had one or two leads to facilitate the process and one administrator to provide resources and support. The focus groups participated in gathering support and evidence for each section of the report, evaluating the school program and collecting information and evidence. Focus groups met monthly and examined the WASC prompts. Any information that needed to be clarified was brought to the Home Groups, which were the PLCs. Prompts were further discussed at that time and evidence was gathered to support information given in focus group meetings. The WASC team compiled this information and collaboratively assembled the report.

   Teachers, administration, and support staff worked together through the self-study process in order to support students by evaluating; engaging instruction, rigorous curriculum, and meaningful assessments. Stakeholders analyzed the climate and culture here at Warren. The WASC Coordinator brought the process to the parent and student groups, PTSA and ABC, to accommodate their availability. Parents from both groups participated in surveys and classroom observations.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards

   As a result of analyzing the data, Warren High School identified two Critical Learner Needs and revised the schoolwide learner outcomes.

   **Critical Learner Needs**

   **2-1. Increase content area proficiency and performance of all students, while narrowing the achievement gap for English Learners and special needs students, by developing content literacy, critical thinking, and real world applications in all subject areas.**

   Although the achievement gap is decreasing, students with special needs and English learners still perform significantly below the general population (4% of students with special needs and 10% of ELs scoring at proficient on the CAHSEE ELA compared to 64% of the general population). The disparity exists in other summative data examined in the content areas.

   The final administration of the CSTs showed that there was still room for improvement with 52% of juniors in ELA, 58% of juniors in social science, 24% of students in geometry, and 37% of students in chemistry performing at or above proficiency levels. The new state standards (CCSS) will raise the rigor and expectations in the state standards assessments (SBAC), which will likely adversely affect the performance of students.
Teachers are adjusting and transitioning to the new standards. It is imperative that focus and attention be given to ensure access for all students to the rigor of the standards, without neglecting English learners and students with disabilities. The focus of instruction will continue to be to prepare students for college and career.

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

After looking at data and taking the district and school goals into account, the school identified the need to do more to help students prepare for college and career. Currently 40.5% of students meet the “a-g” requirements; however, the district and school goal is to have 90% of our students “a-g” qualified by the year 2020.

EAP data reveals that very few students (25% in ELA and 7% in math) are identified in the 11th grade as “ready” for college. There is a significant group of students identified “ready-conditional” (19% in ELA and 45% in math), for whom the senior year can serve as an opportunity to get ready.

Warren has placed great emphasis on supporting incoming freshmen, focusing on the transition to high school. Reclassification rates reveal that the emphasis has yielded results (down to 12% of freshmen from 25% in 2011). This type of focus on transitioning students from one grade level to the next would support the goals of preparing more students to meet college entrance and career requirements.

3. **The gathering and analyzing of data about students and student achievement**

Warren High School’s process of collecting and analyzing data is ongoing. Reviewing and discussing data begins before the school year with the administration’s examination of the schoolwide data to determine trends and areas of growth. To discuss the implications of schoolwide data primarily in content specific areas, there are two half day meetings where administration meets with the leadership team (department chairs) on one day and PLC leaders the next day. The analysis of data continues on the first day of school with the entire certificated and classified staff. Data discussed at these meetings include API, CAHSEE and EAP results, (previously) CST scores, attendance rates, graduation rates, “a-g” completion rates, and data regarding our critical learner needs. Throughout the year parent groups like the English Language Advisory Committee, the Academic Booster Council, and the Parent-Teacher-Student Association all participate in analysis of pertinent schoolwide data. PLCs have ongoing discussions of data collected from statewide and local assessments in their weekly PLC meetings.
4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and WASC/CDE criteria

Warren High School uses PLCs as the vehicle to align their curriculum to Common Core State Standards (CCSS). The district provided professional development to assist the staff in the transition to CCSS. PLCs meet schoolwide each Monday on a late-start schedule. Stakeholders revisited the vision, mission and schoolwide learner outcomes during the self-study process.

5. The alignment of a long-range action plan to the school’s areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

Using the self-study methodology, the focus groups analyzed the areas of strength and critical academic learner needs and identified two major areas for growth, as follows:

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.

The school believes in distributive leadership which will guide the implementation of the action plan. The Leadership Team, Instructional Leadership Team and the WASC Writing Team will oversee the implementation, the evaluation and modification of the action plan.

Chapter IV: Quality of the School’s Program

Part A: What Currently Exists

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Organization Criterion
To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels?
To what extent is the school’s purpose supported by the governing board and the central administration and further by schoolwide learner outcomes and the academic standards?

Warren High School is a comprehensive high school in the Downey Unified School District (DUSD). In the summer of 2014, the school district introduced a new Vision, Mission and Values statement, and asked each school in the district to do the same. The district has clearly written by-laws and policies, and operates at a high level of transparency, with the district policies, procedures
and initiatives posted on the district website. Warren High School works closely with the school district to ensure the school’s Mission and Vision statements were developed with congruence to align their statements with those of the district. The school district is actively involved in establishing goals for student achievement, implementing policies and monitoring data and student test results. Support is provided to the schools by district office personnel and school board members, who visit school sites and attend school ceremonies on a regular basis. In addition, there are regularly scheduled district meetings for principals and other administrators, which are not just for sharing information, but also as a forum for principals to collaborate and to share best practices. After these meetings, the school site administration disseminates information back to departments through department meetings, Professional Learning Communities (PLCs), or to the general staff through staff meetings.

All stakeholders were part of the process to create the new Vision, Mission and Values statements for the school. The process started with the school’s leadership team, which then brought the task of creating new statements to the various PLCs within the school. The PLCs created rough drafts for those statements, and then brought them to the curricular departments. After the faculty revised the drafts, the statements were brought to the parents through the PTSA for further parent input. After all stakeholders were given the opportunity to contribute and revise these statements, they were then brought back to the school leadership team for a final edit. This final draft was presented to all stakeholders at a staff meeting. The school reports that this was an effective process, which involved all representatives of the school community to create the final statements.

After the Vision, Mission and Values statements were finalized, the next step in the process was to create a new set of Schoolwide Learner Outcomes (SLOs). A committee was created comprised of representatives of all the school’s stakeholders. This committee was focused on creating a set of SLOs which would embody the skills that each Warren High School graduate would possess. The desired outcome was to create SLOs which would be clear, concise, meaningful, and easy to communicate to all stakeholders the qualities and values that every student at WHS should exhibit. This committee settled on SLOs which would align with an acronym of BEARS, which is the school mascot, to make it easier for students to commit them to memory.

Throughout the fall semester of 2014, the SLO committee met to create and revise ideas on what the SLOs should be. Suggestions and feedback were received from all stakeholders, including staff, faculty, parents and students. After the final draft, there was an overwhelming amount of support for the new SLOs, which are posted in all classrooms and offices throughout the campus.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

While the school district sets general goals for student achievement, the schools are granted much autonomy in choosing the means for how to achieve those goals. The goals set by the school district
for the 2014-15 school year are:

1. A ten percent annual increase in graduates who have completed the “a-g” requirements.
2. A ten percent annual increase in 11th graders identified as College Ready by the Early Assessment Program (EAP) in English/Language Arts, and a five percent increase in math.

In order to set the means for achieving those goals, the leadership team at Warren High School starts every school year in August with a meeting to review the goals of the school board, and to decide on the plan the school will take that year to meet them. The district goals are then presented to the entire staff at the first staff meeting of the year, and then PLC groups work to identify, discuss and implement strategies to meet the goals of the district, along with any additional school goals. In addition to the leadership team, there is a specific Instructional Leadership Team (ILT), which is comprised of department chairs, administrators, and other faculty holding leadership roles.

The school district has an established evaluation and monitoring procedure for all district schools. The district provides to the administration student performance data, which is shared to the school staff. Examples of the data include the Annual Measurable Outcomes (AMOs), API, AYP, EAP, CAHSEE passing rates, Advanced Placement exam scores, graduation rates, attendance rates, and other relevant data. In addition to this standardized data provided by the district, the school uses other data to drive decisions at the school. Grade level formative and summative assessments are used to provide curricular departments detailed information about student areas of strength and needed remediation. Teachers are given data on their student performance in comparison to other students at the same grade level. This information is used to direct teaching content, methodology and the creation of future tests.

The school has created and presented the Vision, Mission and Values statements, along with the SLOs, to be an integral and visual part of the school community. The statements are presented on posters which are posted on every classroom and office throughout the school. The morning daily announcements present the relevance and importance of different concepts found in these statements. Technology and social media is the next forum in which the school will work to make these statements present to the school and community. The school has felt, however, that there has not been a proper annual review of the school’s previous Vision, Mission and Values statements. The school plans to remedy this problem by creating a detailed six-year timeline, which includes a mandatory review and evaluation to identify any significant changes at the school, and to see whether there is a need to revise any of these statements.

Warren High School prides itself on the effective communication it provides to the parent community. The Link Crew has developed a parent newsletter which has been published for the first time in February of 2015. This means of communication will enhance the previously existing methods of communicating information to parents; the school website, parent/student handbook and summer mailings. Technology is being used to facilitate more communication with parents. The school is using e-mail blasts more than ever before, to either send out mass e-mails with general information, or to target specific student and parent groups to more effectively publicize and inform. The school website has been completely modernized and revamped, and the school is active in publicizing information on Twitter, Instagram and Facebook.
A3. Leadership and Staff Criterion
To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

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

Warren High School has a Single Plan for Student Achievement (SPSA) which is based upon the school’s critical needs. These needs are identified through the analysis of data during PLCs, faculty meetings, and other professional development time. At the beginning of each school year, the school leadership team reviews this data to set schoolwide goals for that year, which are then included in the SPSA. In addition to creating academic goals for students, the SPSA directs the allocation of fiscal and material resources, which enables teachers to work to meet the school’s targeted goals. Some of the resources that are able to be provided due to the SPSA include teaching materials, classroom supplies, technology, tutoring hours and professional development. By the use of the SPSA to determine resource allocation, there is an efficient and successful process by which the school can address its critical learner needs. The leadership team reviews the SPSA at the end of each school year to ensure the plan is aligned with student needs, and to prepare for the following year’s SPSA goal setting meeting.

Warren High School provides parents and the community many ways to participate in the school’s governance. Parents are part of the committee that provides input and approves the annual Local Educational Agency (LEA) plan. In addition, the school has an active Parent Teacher Student Association (PTSA), School Site Council, and Academic Booster Council (ABC), all of which have parents as members. In an effort to reach out to parents of English learners, the school has parent representatives on the English Language Advisory Council (ELAC). The school encourages parents to attend the district board meetings, which includes time for parent and community comments, allowing time for parents to voice concerns to school and district level administration.

A4. Leadership and Staff Criterion
To what extent does a qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

The Downey Unified School District and Warren High School have clearly defined employee qualification and hiring practices. All certificated staff must be NCLB compliant and complete all steps required in the hiring process. All teachers at Warren High are highly qualified, as defined by NCLB. There is currently one teacher on faculty who is in a teaching intern program, but the rest of the teachers are fully credentialed and are teaching in their area of expertise. The teachers have an average of 13 years of teaching experience. In addition to the certificated staff, the classified staff who work as paraprofessionals must meet the requirements set forth in NCLB to by compliant. They must meet standards that demonstrate that they are knowledgeable and able to assist in the teaching of reading, writing and mathematics.

All teachers are provided professional development opportunities, and are evaluated by administrators according to the rules and regulations of the association’s bargaining agreement. Most
professional development is district funded, and takes place during the regular school day. The district provides a set calendar yearly with a comprehensive list of professional development opportunities for ensure that all faculty are qualified and trained to help students achieve academic standards and the SLOs. In addition, teachers in the curricular areas of English, math, history and science, are undergoing intensive standards-based professional development to help with the implementation of Common Core, and the preparation for students to achieve on the Smarter Balanced Assessment Consortium (SBAC). All teachers in these subjects were also trained in the Sheltered Instruction Observation Protocol (SIOP), which provides direction of the implementation of the Best First instructional practices. In addition to subject-specific professional development, teachers in all subjects are provided with professional development opportunities, including technology in the classroom. Counselors are provided training on Naviance, an online college and career program that helps guide students and parents through the college search and the career selection process.

A5. Leadership and Staff Criterion

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

Warren High School has a well-established protocol to instruct staff on school policies and procedures. New teachers are supported at Warren High School by quarterly meetings held at the school site. These meetings work to familiarize new teachers with the school’s practices and procedures, promote school spirit and model best practices. In the 2014-15 school year, there are 30 new teachers on faculty. Veteran teachers are provided a Faculty Handbook, which includes the school’s policies, practices, procedures and any updates. Furthermore, these are reviewed and presented to the faculty and staff at the pupil-free day at the beginning of each school year, along with during professional development days, monthly faculty meetings, department chair meetings, and department meetings.

The administration at Warren High School supervises faculty and staff as one of their primary responsibilities. All probationary employees are evaluated every three years. Once teachers have achieved permanent employee status, and have been employed by the district for ten years with satisfactory evaluations, they have the option to choose a five year evaluation track, if the administration approves. A teacher evaluation meeting is held at the beginning of each school year, with the administrators reviewing with teacher the goals and timelines of the evaluations, plus the Standards for the Teaching Profession, which are aligned with the goals set in the evaluation.

If an administrator observes less than satisfactory performance, a meeting is held to discuss the deficiencies to allow the employee time to remedy the concerns. Recommendations are made to the employee for areas of improvement. If it is deemed appropriate, employees are referred for assistance and resources to the department chairs, PLC leads and the SIOP coaches. In order to standardize the evaluation process, the administration is calibrating the evaluation process by participating in instructional rounds four times during the school year. The administration visits a classroom as a team, and after the observation, they debrief and discuss their observations of the classroom in order to calibrate their findings. This has allowed the WHS administration to standardize the evaluation process and to provide equity to teachers who are being evaluated. Additionally, all administrators are evaluated on an annual basis. The assistant principals are evaluated by the principal, and the
principal is evaluated by the assistant superintendent.

Warren High School has a strong system of professional development opportunities for its staff. There have been a significant number of trainings related to the establishment and maintenance of Professional Learning Communities. These trainings have created a structure of collaboration for staff to evaluate student performance data. In addition, PLC goal setting has led to professional development activities related to common assessments, Common Core and technology. Professional development is continuously focused on student achievement and addressing the critical learner needs.

A6. Resources Criterion

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

The budget for Warren High School is allocated appropriately to meet the identified needs of students and staff. The school follows district practices for developing an annual budget, conducting annual audits, and establishing quality business and accounting practices. The school district has established accounting procedures, which requires any school site funding to be approved by the administration, department chair and the district’s accounting office. Instructional materials and equipment come from district approved site based budgets. Textbooks are purchased by the school district office, which utilizes a seven-year adoption cycle.

Warren High School has a long range plan to ensure the continual availability and coordination of available resources that support student achievement and the schoolwide learner outcomes. The district sets their plans, which are communicated at the site level. The school site aligns their plan with that of the district, which is then translated into action through the schoolwide action plan. There is a set timeline for calls for a regular examination of this plan. The goals and measurable targets in this plan match the stated goals in the Single Plan for Student Achievement. Achievement in meeting these goals is outlined in the principal’s annual report.

LCAP funding allows the school the ability to allocate funds to areas that the PLC teams identify as necessary areas for funding. Some examples of how LACP funding is used include classroom supplies, technology, and additional academic support to provide intervention to students before or after school. This funding is also used to pay for teachers to train in professional development activities. An emphasis has been placed on funding for teachers to attend Common Core training, PLC development, curriculum development and other collaborative trainings. The school has been prudent in the allocation of the funding, which has allowed it to facilitate student growth towards the accomplishment of the school’s Vision, Mission and Values statements.

School facilities are maintained by a maintenance crew, and the assistant principal in charge of facilities. The school takes pride in maintaining safe and functional facilities. Technology is updated on a regular basis to prepare students for college and career readiness. Having safe and clean facilities helps the school maintain their open-door policy to students and parents, and it helps to promote a climate of caring and respect between administration, staff and students.
Warren High School has been named a California Distinguished School in 2012. In addition to that recognition, it has been recognized for its Exemplary Arts Education Program, Exemplary Physical Activity and Nutrition Education program, and Exemplary Career Technical Education program. It is clear that the leadership at Warren High School has a strong focus on student achievement. Through the structure of the various school leadership teams, including PLC’s, department chairs, and Focus Groups, the school is continuing to make strides to advance learning for all students, and is dedicated to Warren High School continuously improving to effectively serve all students.

**CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

**Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:**

- All stakeholders demonstrate a sense of pride and respect for their school community.
- The school district is highly supportive of Warren High School by providing financial, professional development and curricular support.
- A distributive leadership model includes the Leadership Team, Instructional Leadership Team, departments, and PLCs which give the faculty many opportunities to provide support and leadership to administration, teachers and staff.
- The school’s stakeholders are supported by a site and district administration that places an emphasis on strong leadership that directly impacts student achievement.
- There has been an in-depth on-going process to review and revise the school’s Mission, Vision and Values as well as Schoolwide Learning Outcomes.

**Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**

- Strengthen the implementation of CCSS by expanding cross-curricular collaboration within the PLC process, both within and between departments.
- Expand vertical teaming opportunities both within the departments and between Warren High School, the feeder middle schools and post-secondary institutions.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Self-Study Document
- Classroom Observations
- Dialogue with focus groups and key stakeholders
- Student Work
- Analysis of parent, staff and student surveys
- Leadership Team meetings and interviews
- Teacher, administrative, parent and student interviewse
- WHS Website
- Master Schedule
- SARC
- SSPSA
- PLC Observations and dialogue with members
- Meeting Minutes: ELAC, PLC, Administrative
CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

With the recent adoption of the Common Core State Standards, much of the Warren High School staff is familiar with the content standards and are revising curriculum in order to sustain a viable and meaningful instructional program. The curriculum revision occurs at the department and PLC level, with professional development support from the district and school site administration. Together, conference attendance and research-based professional development effectively support staff in staying current and relevant.

The English and math departments have made significant strides in implementing curriculum that aligns with the Common Core State Standards. Warren High School should continue the use of PLCs to develop and implement Common Core Curriculum.

Warren High School works diligently to apply current educational research to all curricular areas in order to ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum. Supporting evidence is cited to illustrate this. The self-study indicates that WHS has defined academic standards in each subject area, course and program. WHS is in the process of modifying their curricular and instructional practices to be in alignment with the Common Core State Standards.

The vast majority of courses, whether core or elective, are defined by academic and/or college and career readiness (CCR) standards. To a high degree, courses offered at Warren meet the “a-g” requirements. CTE courses are aligned to state and national standards for career technical education. All students have access to rigorous “a-g” courses and programs that are based on CCR standards and expectations aligned to each content area.

There is congruence between the concepts and skills taught to academic and CCR standards, as well as the SLOs. Concepts and skills taught in all curricular areas prepare students for life after high school, and provide a number of opportunities to practice reading, writing, listening, and speaking skills. Daily classroom instruction is aligned to academic standards in the respective content areas and designed to guide students toward the schoolwide learner outcomes.

Both student work and snapshots of classroom instruction demonstrate the implementation of a standards-based, rigorous curriculum and the school wide learner outcomes.

There is some integration within departments and a limited but growing presence of cross-curricular collaboration. To ensure that student needs are being met through the curriculum, the school has an annual curriculum review and evaluation that is done through collaborative PLC groups. PLC groups meet regularly to develop and refine curriculum. PLCs are collaborative in nature and the process is well supported by the faculty.
There is strong evidence of articulation with feeder schools and post-secondary schools particularly in the VAPA and CTE areas. There is limited articulation in other subject areas. Each Career and Technical Education and Regional Occupation Program pathway has a full range of opportunities for students to matriculate into various programs.

B2. Curriculum Criterion
To what extent do all students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

Warren has various adequate practices in place to allow students to make appropriate choices and pursue a full range of educational and career options. Through a variety of programs and pathways, students receive educational opportunities relevant to their college and career goals. All programs/pathways offer appropriate choices and opportunities for students as they prepare for their postsecondary education and career choices.

There is strong collaboration between counselors and teachers to ensure students are taking the most rigorous coursework possible. Counselors work closely with students and parents to provide multiple opportunities for students to develop and refine their four year education plan. It is through this process that students are guided toward meeting graduation and “a-g” requirements. All students have equal access to the school’s entire program to prepare them for post-secondary options.

B3. Curriculum Criterion
To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for college, career, and life?

Courses offered at Warren are designed to have an appropriate level of rigor, relevance, and real-world application. PLC and departmental collaboration ensures that all students have equal access to curriculum. To ensure classes remain rigorous and relevant, the staff is consistently sharing best practices and data in their PLCs. Collaboration between staff and administration offers the opportunity to self-reflect and continue to improve methods that promote real-world applications for student learning. Upon meeting the requirements for graduation, students are prepared for success in college, career, and life.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum:

- The PLC collaboration structure allows for a systematic approach to implement Common Core curriculum.
- WHS offers a wide variety of rigorous course offerings.
- WHS has strong co-curricular programs supported by staff, students and the community.
- There is strong collaboration between counselors and teachers to ensure students are taking the most rigorous coursework possible.
Key issues for Standards-Based Student Learning: Curriculum:

- Strengthen the implementation of CCSS by expanding cross-curricular collaboration within the PLC process, both within and between departments.
- Expand vertical teaming opportunities both within the departments and between Warren High School, the feeder middle schools and post-secondary institutions.
- Implement methods to track student transition to college, career, and other postsecondary options

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Document
- Classroom Observations
- Dialogue with focus groups and key stakeholders
- Student Work
- Analysis of parent, staff and student surveys
- Leadership Team meetings and interviews
- Teacher, administrative, parent and student interviews
- WHS Website
- Master Schedule
- SARC
- SSPSA
- PLC Observations and dialogue with members
- Meeting Minutes: ELAC, PLC, Administrative
CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

To what extent are all students involved in challenging learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Warren High School has examined teacher instructional practices and student work across the curriculum to determine the degree to which students are involved in the learning process and engaged in rigorous academic activities, as well as college- and career-readiness standards. Some of the PLCs within Warren High School are progressing in utilizing their time to discuss best instructional practices, examining student work, constructing common assignments and assessments, and using data to drive their decision-making process. There are other PLCs that still need support to structure their time to be used more effectively to drive their instructional practice across disciplines. Some classrooms are engaged in utilizing and communicating higher level thinking and literacy standards in order to clearly communicate expectations to students. Warren High School has focused on the district initiative of “First Best Instruction,” which led to the use of Sheltered Instruction Observation Protocol (SIOP). SIOP provides a framework for lesson design that addresses effective instructional strategies that will provide support to all students. These strategies are particularly supportive of the academic learning needs of the English Learners by outlining the “what and how” embedded in teachers’ daily instruction. The district has provided professional development to the teaching staff in order to effectively implement SIOP across most departments. Currently, over 80% of the teaching staff is trained in SIOP. Due to a shift in priorities, the district funding for additional staff member training has stopped as of the end of the 2013-2014 school year.

Teachers across departments differentiate their instruction based upon the needs of their students. Whole-group instruction, collaborative work, independent study, technology, and various forms of assessment are utilized to ensure that students are engaged in a rigorous learning environment. All students are challenged by high academic standards that are supported by the diverse, wide-ranging approaches to effective instruction that are implemented by the teaching staff at Warren High School.

The English department PLCs have discussed and implemented instructional strategies that foster a rigorous learning environment with the ERWC curriculum. There is evidence of student involvement in Précis Writing, Socratic Seminars, literacy circles and real world applications. These are positive steps toward the implementation of the common core curriculum and instructional practices. There is similar support and rigor for the EL students with sentence frames, practical application of English, and additional support for listening, reading, and speaking activities. WHS should continue to train all departments in Common Core instructional methodology.

The district focus for PLCs has been on English and Math as they adopt Common Core Standards, which has led to some inconsistent use of the PLC structure in the other core areas. There have been some professional development opportunities for science teachers with the implementation of the Next Generation Science Standards (NGSS) and Science PLCs are in discussion regarding best instructional practices that might benefit their students in transitioning to these new standards.

In addition to the core content areas, the CTE classes offer experiences that are aligned with college and career readiness standards that prepare students for real world application. These pathways have
significant hands-on opportunities for learning and achievement as evidenced by Warren’s success in SkillsUSA competitions and other project-based work samples. The a-g approved VPA courses challenge the students with instruction that has cross-curricular elements. Technology and media are integrated into the instructional strategies to support student achievement both for college and career.

Staff members at WHS use a variety of strategies to inform students of learning objectives and performance expectations. Teachers post daily agendas with language and content goals, while providing rubrics, course syllabi, and quarterly calendars for units of study in order to outline and communicate the class expectations to all students. Some PLCs at WHS focus on creating rubrics for common assignments and assessments to standardize expectations for students across classrooms. For writing-specific tasks, the goal of PLCs is to have a common rubric to evaluate student performance, which assists students to understand the expectations for their writing. In addition, it calibrates teacher grading practices, which standardizes the expectations of student writing across the curriculum. Grading rubrics are made available to students at the beginning of the unit of study to ensure that all students understand the expectations in each of their classes. The English department has adopted the ERWC rhetorical Précis activity, which is given at different points each year in grades 9-12. By implementing this practice throughout the four years of study, students are familiarized with the expectations of their writing in their English classes, regardless of the students’ grade level.

All content areas engage students individually and through small group activities that require them to think, reason, and problem-solve effectively. This is achieved through various classroom activities like Socratic Seminars, peer critiquing, inquiry-based learning, and other forms of differentiated instruction. An example within the Social Science PLC is their focus and examination of implementing the practice of Document Based Questioning (DBQ) across the subject areas in order to expose students to primary and secondary source documents to analyze, discuss, and create their own conclusions.

Teachers are integrating technology into their classrooms by utilizing devices such as Chromebook, iPads, computer labs, personal student devices, and document cameras to enhance their instruction and increase student engagement. Additionally, teachers make use of graphic organizers, primary and secondary sources, lab experiments, student collaboration activities, debates, math manipulatives, and audio-visual multimedia. Technology Teacher Leaders (TTLs) and the library/media teachers continue to provide support to instructors to effectively and efficiently incorporate technology into the classroom. Many teachers understand that the integration of technology into daily lessons helps to close the achievement gap, as students become more engaged and their learning is supported through various learning modalities. For example, teachers utilize Google Classroom as a means to encourage communication and collaboration among students to increase engagement. This tool allows for students to work with one another in real time and also enables the teaching staff to provide timely feedback on assignments.

While teachers are modifying instruction with sentence frames, scaffolding, audio books, and group reading to make material accessible and comprehensible to students, there is a need to systematize a schoolwide intervention plan for at-risk students. PLCs are at varying stages of evaluating the impact of instructional strategies on student learning through the process of examining student work and
common assessment data. While teachers are familiar with differentiated approaches, there is room for improvement on identifying the impact of research-based instructional strategies on student learning. Implementing a strategic approach to analyze D/F distribution data across disciplines will provide information to identify those students who need additional intervention to be successful learners. The strategic approach to reducing the D/F rate across all disciplines while maintaining academic rigor will help to guide instructional practices.

In the winter of the 2014-2015 school year, WHS conducted student interviews and surveys. It was clear that students understood the different types of instruction and technology provided by teachers by naming SQP2RS (squeepers), think-pair-share, gallery walks, KWL charts, ticket-out, Chrome Books, iPads, Google Classroom, and others. They recognized and valued the technological skills and hands-on learning experiences they are receiving at Warren. Students state they understand there is a connection between their learning in the classroom with overall academic success and the impact on post-secondary opportunities. The students see a link between the increased level of rigor in classes and the instructional practices being used by the teaching staff. Additionally, students state they appreciate the schedule of daily tutoring constructed by staff that provides opportunities to students to gain assistance in a wide variety of content areas. The Warren High School staff will investigate further opportunities for students to provide input.

C2. Instruction Criterion

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

Teachers range from effective to highly effective in their use of research-based instructional practices and the use of multimedia and technology. The use of technology allows teachers to integrate media and additional resources into their lessons, increasing relevance and the engagement level of students. With the support of the TTLs, staff is receiving support in using these tools to their full capacity. In addition to the integration of technology and multimedia in the delivery of the curriculum, teachers are using other research-based strategies to engage students. Use of Cognitively Guided Instruction (CGI), cooperative learning strategies, graphic organizers, think-pair-share activities, and other instructional methods are implemented across disciplines to further engage students in the curriculum.

Warren teachers act as role models, facilitators, and coaches as they guide students to become independent critical thinkers. Staff members set high expectations, teach skills, communicate information, and provide a variety of opportunities to progress to mastery of the content. Additionally, teachers motivate, encourage high performance, establish routines, apply rules in a fair and ethical manner, hold students accountable to develop responsibility, provide correctives for students to improve, and model goal setting. Teachers are facilitators in the learning process by asking higher-level questions, establishing cooperative learning norms, and clearly communicating student learning outcomes.

Teachers of moderate to severe special education students coach their students toward independent living by providing opportunities to practice life skills in the community and developing a post-high-
school plan, which may include finding a job, budgeting, and applying to college. Teachers foster an attitude of self-advocacy for these students upon graduation from high school.

Administrators, counselors and other staff facilitate student learning with feedback to teachers on appropriate PBIS strategies to support all students. Administrators and counselors develop relationships with students to support them academically. Students meet with counselors on a regular and as-needed basis to discuss academic goals, future planning, and social-emotional support as issues arise.

The CTE faculty provides valuable support to students in a systematic manner that enables them to be successful academically, while providing them valuable experiences that will provide additional post-secondary opportunities. These real-world, applicable skills are attained under the guidance and leadership of the teaching staff, who instill confidence through project-based, team building opportunities, while respecting the codes and regulations to ensure safety for themselves and those around them.

Analysis of student work indicates that students learn and use resources in a structured manner as demonstrated by the step-by-step ERWC assignment template in which students organize, access, and apply knowledge. DBQ projects, MLA research projects, and science lab reports require students to hypothesize, gather data, analyze, and report their findings to apply what they have learned and create knowledge. In math, teachers utilizing the CPM curriculum use scaffolding techniques for students to acquire new content knowledge, while working in a collaborative structure to construct a common understanding of the content. Outside of the core subjects, students demonstrate their knowledge of the subject matter by constructing art work, performances, video productions, animated clips, coding, catering events, and constructing simulated structures. Through these projects, students not only demonstrate their mastery of the content, but they also demonstrate their creativity by inventing knowledge.

Students use technology for learning in three ways: to develop and acquire understanding, to organize and manage work, and to communicate their understanding and learning. Students access and use online resources that include Turn It In, Shmoop, College Board, CPM Online, YouTube, and No Red Ink to develop and acquire understanding. Google Classroom, calendars, e-mail accounts, Microsoft Office, and other productivity tools are used by students to organize and manage their work. Students use presentation, video technology, and social media tools to communicate understanding of the standards and the SLOs. In addition, students have access to resources, such as Google Chrome Books, graphing calculators, Surface Pros, iPads, classroom desktop computers, and media center labs in order to foster additional learning opportunities. Lastly, CTE courses use specialized, industry technology as a part of the instructional delivery.

Students demonstrate their ability to use resources in order to access information in a variety of ways. Students are able to produce research papers, presentations, and blogs to engage in collaborative activities and discussions that go beyond the textbook. Activities and assignments that require students to engage with primary source documents and other articles allow for teachers to infuse literacy and writing across the curriculum. CTE pathways and VPA courses allow for students to learn and apply skills in real world situations. Students produce videos, animations,
construction projects, art portfolios, drama productions, concerts, and participate in culminating competitions, such as SkillsUSA. While the teaching staff utilizes a myriad of instructional methodologies and technology resources to engage students and support their achievement, there is an additional need for identifying a schoolwide instructional focus that will impact every student, every professional, and every classroom.

On campus service clubs and extra-curricular activities provide volunteer and experiential training in the fields of education, teaching, law, psychology, forensic science, and civic service, through Police and Fire Explorer programs. VPA and CTE classes offer a high degree of relevancy to the real world through culminating projects where they apply their learning, such as catering events, programming code, showcasing a construction project, drama productions, producing video and animation clips, and during SkillsUSA competitions. In special education, RSP and SDC students undertake a senior project with application to real life, whereby they get a California Driver’s License, register to vote, write a resume, complete a job application, visit colleges and trade schools, and complete a FAFSA. Other courses offer opportunities to learn about personal finance, create budgets, be involved in the election process, and collect real-world data about environmental issues that affect local ecosystems.

Learning from industry professionals and job shadowing opportunities are available to students to apply classroom knowledge to real-world experiences. Through the College and Career Center, students are exposed to local community college and state university representatives in order to explore post-secondary options, in addition to opportunities to visit local campuses.

**Areas of strength for Standards-based Student Learning: Instruction:**
- WHS uses “First Best Instruction” to implement research-based practices to effectively increase student engagement and achievement.
- The PLC collaboration structure allows for a systematic approach to share best instructional practices.
- The English/ELD PLCs have established a consistent and productive model for all teachers to share best practices and plan instruction around data.
- WHS has strong CTE and VPA programs where students learn real life and college/career-readiness skills.
- WHS uses technology as a tool for teaching, learning, communicating and applying real-world skills which are supported by TTLs.

**Key Issues**
- Continue the use of the PLC structure to share best practices and to identify research-based instructional strategies across all disciplines.
- Identify a school wide instructional focus that supports higher order thinking skills and academic rigor.
- Implement a focused intervention structure such as RTI to support struggling students.
- Strengthen the implementation of CCSS by providing professional development to train all departments in Common Core instructional methodology.
- Create a strategic approach to reducing the D/F rate across all disciplines while maintaining academic rigor.
Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Document
- Classroom Observations
- Dialogue with focus groups and key stakeholders
- Student Work
- Analysis of parent, staff and student surveys
- Leadership Team meetings and interviews
- Teacher, administrative, parent and student interviews
- WHS Website
- Master Schedule
- SARC
- SSPSA
- PLC Observations and dialogue with members
- Meeting Minutes: ELAC, PLC, Administrative
- Dialogue with Michael Butler of Public Works
- D/F Distribution data
CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

Warren High School maintains a consistent practice of sharing and analyzing the results of assessments across the different content areas. These results are analyzed first within the administrative team and then shared with the Leadership teams and PLC Leads before disseminating it staff-wide. Each PLC then bears the responsibility of analyzing the data by specific strand and individual standards.

Warren High School shares summative data results with parents in a variety of ways. School-wide data is presented as part of the Principal’s Report and the School Accountability Report Card. Forums such as Back to School Night, Open Houses, and PTSA meetings are also in-person gatherings where school-wide data is shared, not to mention the online sources of school-wide data that are available on the school’s and district’s websites. Individual score reports from the various summative assessments are mailed-home (i.e. CELDT results). Report cards are also sent home every five weeks. However, on a more frequent basis, parents can log into the online Parent Connect portal to get real-time updates on their child's progress.

In the 2014-2015 school year, Warren is transitioning to the use of Illuminate and moving away from Data Director. Currently, training of all staff on this new data software/system is occurring.

Warren High School has collaborated with Michael Butler who works for the professional development organization called Public Works since the 2010-2011 school year. With Public Works, PLCs have not only analyzed assessment results but have also examined their PLCs grading practices to determine how individual assessment results should impact future instruction and curriculum development. As a result of these trainings and work, PLCs are further aligned and seeing a positive impact on scores of assessments like the CST, CAHSEE and EAP.

D2. Assessment and Accountability Criterion

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

The majority of Warren High’s PLCs are collaborating on summative standards-based common assessments. The Self-Study describes that each PLC has worked, at varying levels, to ensure that each teacher within a PLC is using the same tools to gauge student learning and progress. Warren High credits this high level of collaboration within PLCs as being a major contributing factor to the rise in student test scores.

Within time spent with Public Works or on their own, PLCs have and continue to use late start Monday Professional Development blocks each week to accomplish this work and to make informed decisions about instructional planning based on assessment results. To strengthen this process, PLC’s should adopt the district recommended “PLC Implementation Guide” for guiding their collaboration.
Warren High anticipates that as soon as Smarter Balance results are revealed, PLCs will similarly collaborate to understand and use those results to refine pacing guides, curriculum, mini-assessments and ongoing instruction. WHS needs to continue planning for the next phases of the Common Core transition and the use of new statewide assessment.

The new online system *Illuminate* will be a widely-used tool that will help teachers administer and analyze assessments that are fully Common Core aligned, which will help all staff determine overall student proficiency of each standard. The staff has expressed a need for continued training on the assessment reporting capabilities of *Illuminate*.

The Self-Study describes examples of other common interim assessments that are used across the various departments. In many instances, while not all, common rubrics are used to grade student work across different categories. Warren High School PLCs are also focused on creating assessments that are not only aligned to CCSS but also address the school-wide learner outcomes.

There is a need to norm how each PLC approaches the work of analyzing assessments, disaggregating data and refining curriculum.

PLCs are very cautious about maintaining security of all assessments and administering them within very prescribed windows of time. Additionally, all staff partakes in proctoring high-stake tests and ensuring that students are able to take such tests in small-group settings.

Parents are able to monitor their child’s progress through the Parent Connect site, which links to the school-wide grading system. Teachers are expected to upload grades to the Q system and to make updates every two weeks. The Parent Connect website also allows teachers and families to email each other and to leave clarifying notes within the system.

There is a range of formative assessments used across the school. However, while there are many examples in each department, the Self-Study reports that the role of such formative assessments in driving instruction needs to be further articulated. There were, however, several examples across subject area that PLCs are using common rubrics in addition to common assessments.

**D3. Assessment and Accountability Criterion**

*To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?*

In addition to the teaching staff’s high degree of involvement in monitoring student progress, the school’s leadership team along with the district and board are also engaged in this process. While the collection, analysis and disaggregation of assessment data happens at a site level, there is a regular practice at the Downey Unified board meetings to have data reported out for each school site. In addition to this, the district works with school leadership to identify areas of need and support. DUSD has facilitated bringing in various forms of professional development and training to support staff in a number of ways connected to assessment and instruction.
At the site level, program coordinators are responsible for monitoring those students who are participants within special programs (i.e. SPED, AVID, ELD). Special support and monitoring to freshman occurs through Warren’s Link Crew program. The Link Crew sets up peer mentorship and guidance to freshman through older student leaders who help to advise their younger counterparts throughout their first important year of high school. This not only appears to be a way to help freshmen acclimate but is another form of monitoring the progress of students who are new to Warren and new to high school altogether.

Warren has developed community partnerships with various organizations and businesses, particularly through the various CTE Pathways programs that take place on campus. Through such programs, industry experts are brought in to both offer support and critique student work.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school’s program, its evaluation and improvement, and the allocation and usage of resources?

Warren has worked hard to create a “culture of results-driven continuous improvement.” Examples of how assessments have impacted school decisions are: 1) Use of standardized assessments to inform curricular/instructional decisions, 2) examination of CASHEE passage and proficiency rates, and 3) With Public Works, developing common standards-based assessments within PLCs. These examples of how analyzing data has helped to determine areas of need and prompted Warren’s staff and leadership to allocate resources and develop programs to support students in specific ways.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- The PLC collaboration structure allows for a systematic approach to implement Common Core assessment practices.
- There is a strong culture of using summative data to drive instruction.
- The school provides multiple opportunities for parents to monitor student academic progress.
- There is staff buy-in for use of the Illuminate system.
- WHS has strong CTE and VPA programs where students learn real life and college/career-readiness skills.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Continue planning for the next phases of the Common Core transition and the use of new statewide assessments.
- Use the district recommended “PLC Implementation Guide” to refine assessment practices.
- Prepare students for SBAC assessments through the use of performance-based and constructed response tasks.
• Continue to refine methods of disaggregating assessment data and making assessment results available to all stakeholders.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
• Self-Study Document
• Classroom Observations
• Dialogue with focus groups and key stakeholders
• Student Work
• Analysis of parent, staff and student surveys
• Leadership Team meetings and interviews
• Teacher, administrative, parent and student interviewse
• WHS Website
• Master Schedule
• SARC
• SSPSA
• PLC Observations and dialogue with members
• Meeting Minutes: ELAC, PLC, Administrative

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

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

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

Warren High School provides a number of opportunities for parents and community members to be involved with the school. Parents can learn information about the school and their students by viewing the school’s website, Parent Connect and grade book, which allows the parents to access student progress online. The school uses social media to promote school events, achievements, announcements and schedules.

Warren High School also encourages face-to-face communication with parents and community members which includes the School Site Council, PTSA and ELAC meetings. Warren’s Academic Booster Council (ABC) is an active parent booster club that encourages academic excellence. Warren High School parents attend Back to School Night, Grade Level and Parent PTSA Nights, IEP/504/SST meetings and Achievement Award ceremonies. Special education parents are also invited to attend the monthly Special Education Community Advisory Committee (CAC) meetings which provide additional support and information to parents.

Community resources are utilized to support students at Warren through a variety of partnerships.
Students, parents and community members are invited to be active partners in the True Lasting Connections (TLC), a non-profit organization that depends solely on charitable contributions and grants to provide services to people in need. The Downey Council PTA Health-Education-Local-Pantry-Service (H.E.L.P.S.) is another local non-profit organization that services Warren families. The program provides temporary aid and food to the families in need. Warren High School has two AVID classes per grade level. Each year they visit college fairs and field trips to local colleges as well as receive rigorous SAT test preparation from Elite Academy. In addition, these resources and partnerships include articulation agreements with local colleges, the use of the Regional Occupation Program (ROP), and grants. Many of these programs connect students directly to local colleges via a sound Career and Technical Program (CTE). Approximately 250 students complete in SkillsUSA, which allows students the opportunity to apply real life job skills they have acquired. Students in the culinary arts and construction technology programs earn industry recognized certificates upon completion of the program. In addition, several college partnerships have created pathways and systems to assist students in college and career planning. Many grants have been provided to Warren from local business to help build and support the CTE programs.

The Parent Partnership Academy (PPA) is an opportunity parents have to receive a more in-depth understanding of their child’s educational options at WHS. 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. In addition, Warren has a plethora of academic recognition opportunities from semester GPA celebrations, to the end of year “Golden Bear Awards.” These programs celebrate academic, athletic, and artistic achievement.

**E2. School Culture and Student Support Criterion**

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Warren High School has a closed campus policy to ensure safety and attendance. Students, staff and parents believe WHS is a safe and clean environment during school hours and while attending co-curricular activities. WHS employs five campus security officers. There is only one entrance and exit during school hours, and one security guard is assigned to that gate at all times. The administration team provides supervision before school as well as during lunch. Schoolwide expectations are provided in writing and shared with the entire student body through annual discipline assemblies. Programs have been employed to teach students appropriate ways to treat their peers through the anti-bullying assemblies and the incorporation of cyber-bullying curriculum. In addition, this year the school has incorporated the Positive Behavior Intervention Support (PBIS) program which contributes to an atmosphere of trust, respect, and professionalism.

The faculty and staff at WHS demonstrate compassion and concern for their students. A team of teachers have been trained and are dedicated to Character Counts. The Summer Bridge program was developed as an intervention to assist students as they matriculate to WHS. Eighth grade students are identified by their counselor if they have failed two classes and are considered “skilled deficient” are placed in English and Math support classes. Tutoring services are available before and after school for general and special education students.
The staff at Warren High School exemplifies professionalism and has high expectations for their students. They provide an effective and supportive environment that fosters the growth of an educationally and culturally diverse student population. Support groups are offered to students in need as well as one-on-one support via eight counselors, one special education counselor who also works with reclassified students, two school psychologists and three school psychologist interns. In addition, this year two deans of students were hired to support students with their education, behavior, and goal setting.

E3. School Culture and Student Support Criterion
To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success?

There is evidence that all students receive appropriate support at WHS to ensure academic success. The Summer Bridge Program was developed as a strategic intervention to assist students as they transition to WHS. Before incoming freshmen are enrolled at WHS, they attend a presentation and Open House. Link Crew and Eighth Grade Family Night also ensure incoming freshmen feel connected to the school culture.

Warren High School has nine full time counselors to provide student support services that meet the diverse student needs. Students have contact with their counselors at least twice a year where they discuss class placement and future plans. The school has a designated at-risk/intervention counselor for identified 10th-11th grade students. At-risk students, identified by teachers and counselors, are placed in a decision making class with the intent to assist them in their relationships with other peers. Students also receive college and career planning from their counselors. Other support programs include: Summer Bridge program, before and after school tutoring, an English Language Learner program, and Advanced Placement courses. Athletes receive support to stay on track to meet the NCAA requirements via a NCAA Committee. In addition, AVID is offered at all four grade levels which support students’ quest to attend a four year college. Ninety-four percent of AVID students compared to forty percent of the entire school meet the a-g requirements. Students can also participate in credit recovery during and after the regular school day (APEX). Warren High School has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance. A variety of courses are offered for students to access a challenging and coherent curriculum.

E4. School Culture and Student Support Criterion
To what extent do students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community?

Evidence clearly exists that students have access to a system of personal support services, activities and opportunities at the school and within the community. Numerous clubs, athletic teams, performing arts groups and school service organizations exist on campus to offer students opportunities to become involved with their school and within the community. Students are involved with campus activities and encouraged to become active citizens in their community. There are currently 1,200 students who are active members in 33 clubs across campus. SkillsUSA and many
different CTE and academic focused clubs are available to connect students to the curriculum. The Associated Student Body (ASB) created a student cheering section called “The Cave,” students wear matching “Cave” shirts and cheer on the student athletes. Work Ability provides an array of services, which are effective components in transitioning from school to the workforce for special education students. Students also have the opportunity to participate in the Link Crew for freshmen students. This is an opportunity to connect the ninth graders to school by ensuring that they get involved in clubs, sports and CTE pathways. Additionally, students are made aware of the academic expectations and resources available to them when they are struggling.

The Student Services office provides various programs, including drug and alcohol abuse prevention, peer counseling, individual counseling, support groups, conflict mediation and referrals to outside organizations such as TLC. True Lasting Connections provides the uninsured/underinsured children with school based medical services such as dental, medical, vision, counseling, food, clothing and housing support for the homeless. Additional supports are provided through a club called IDEAS which exists to support undocumented students with the resources and information. Recently Warren has added a designated at-risk counselor to support students and develop individual leaning plans. A crisis intervention team is available to support students in crisis.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**Areas of strength for School Culture and Support for Student Personal and Academic Growth:**
- All stakeholders demonstrate pride, respect and high levels of investment in their school community.
- Students, parents and staff feel safe on campus.
- Students know how to access student services and reach out to their counselors to meet their academic, personal and career needs.
- WHS communicates to all stakeholders through a variety of methods.
- WHS has numerous programs and staff who foster a sense of belonging among the students and offer academic, personal and career support.
- Students feel connected to at least one adult on campus.
- Parents and community members are made to feel welcome through school programs and events throughout the year.
- WHS has strong CTE and VPA programs where students learn real life and college/career-readiness skills.

**Key issues for School Culture and Support for Student Personal and Academic Growth (if any):**
- Create more opportunities for all parents to participate in all school-wide organizations and decision-making.
- Provide additional opportunities for students to provide input in both curricular and co-curricular programs.
- Implement a focused intervention structure such as RTI to support struggling students.
Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Document
- Classroom Observations
- Dialogue with focus groups and key stakeholders
- Student Work
- Analysis of parent, staff, and student surveys
- Leadership Team meetings and interviews
- Teacher, administrative, parent, and student interviewse
- WHS Website
- Master Schedule
- SARC
- SSPSA
- PLC Observations and dialogue with members
- Meeting Minutes: ELAC, PLC, Administrative
Part B: Schoolwide Strengths and Critical Areas for Follow-up

- Synthesize the schoolwide strengths and list numerically. Be sure that these can be documented by other sections of the report.

**Schoolwide Areas of Strength** (list numerically)
1. Warren High School has a culture of high expectations for all students.
2. The PLC collaboration structure allows for a systematic approach to implement CCSS.
3. WHS has strong CTE and VPA programs where students learn real life and college/career-readiness skills.
4. WHS has numerous programs and staff who foster a sense of belonging among the students and offer academic, social and career support.
5. All stakeholders demonstrate pride, respect and high levels of investment in their school community.
6. Students, parents and staff feel safe on campus.

Synthesize the schoolwide critical areas for follow-up and list numerically.
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.

The two action plans for Warren High School correctly identifies the needs of the school. The Visiting Committee concurs with the action plan but also encouraged the school to include the Socio-economically disadvantaged group of students along with EL and Special Needs students in the Action Plan. Although there has been a great reduction in the achievement gap of these students, there is still a need to increase the achievement of this subgroup. The school will include all three groups in their Action Plan.

**Schoolwide Critical Areas for Follow-Up**
(list numerically; include who, what, why, and the impact on student learning)

The Visiting Committee concurs with the school’s identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Increase proficiency and performance of all students while narrowing the achievement gap for English Learners and Special Needs student in content areas by developing content literacy.
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 has identified areas that need to be strengthened:

1. Continue the collaborative PLC process which includes PLC
Chapter V: Ongoing School Improvement

Warren High School has identified two areas for school improvement:

Critical Learner 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.*

Rationale
- The number of students passing freshmen math and science with a “C” or better is one main reason why graduates meeting “a-g” requirements is low
- English Learners and Students with Disabilities continue to perform lower in all areas as compared to the general student population despite improvements
- Last CST administration showed that there was room for growth in the content areas to bring students up to proficiency levels
- Success in content areas continues to drive the attainment of both graduation and “a-g”
- Building relevancy in all curricular areas so that students understand the connection between learning and its application to real world is essential to increase student engagement and success

Critical Learner 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.*

- 60% of 2014 Warren graduates did not meet the “a-g” requirements
- 70% to 90% of 11th graders were not ready for college according to the Early Assessment Program (EAP) in math and English
- Careers of the 21st century demand more education and/or training than is required for a high school diploma
- 75% of Warren students fall within the low socioeconomic range – it is important that Warren provides opportunities to learn about careers, higher educational opportunities and to be able to participate in enrichment opportunities
- The focus of the new state standards (CCSS) is to prepare students for college and career
Comment on the following school improvement issues:

- Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up

Warren High School believes in the distributive leadership model to engage all stakeholders of a large comprehensive high school:

- The Leadership Team consisting of administrators, department chairs, Focus Group Leaders, and program coordinators
- The Instructional Leadership Team consisting of administrators, department chairs, PLC Leads, and program coordinators
- The WASC Action Plan Implementation and Monitoring School Site Leadership Team consisting of administrators, department chairs, Focus Group leaders, program coordinators, Instructional Leadership Team members, WASC Coordinator.

All of these listed groups have the responsibility for implementing and monitoring Warren High School’s Action Plan.

Ongoing professional development is embedded throughout the plan. The school has financial support from the district for the implementation of the action plan. Common Core funds have been designated for professional development for PLCs.

- Existing factors that will support school improvement

The school has embraced PLCs as the vehicle to guide the school to increase student success and achievement. District and site administration support school improvement.

- Impediments to improvement that the school will need to overcome

The staff has experienced and has access to many professional development opportunities. The challenge for each teacher is to effectively implement with fidelity newly-learned strategies such as SIOP into the classroom on a regular basis.

- Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

In summary, the increase of student learning with respect to the student learning standards will improve the educational program and services to Warren High School students. With the addition of Socio-Economically Disadvantaged students to the identified needs, the Visiting Committee endorses the action plan submitted by the school. It is the belief of the Visiting Committee that the school has both the capacity and trustworthiness to implement the action plan during the term of accreditation.