

Warner Avenue School Model Programs and Practices

School Information

CDS (County District School) Code: 19647336019830

County: Los Angeles

District (Local Educational Agency): Los Angeles Unified

School: Warner Avenue School

Demographics

Enrollment: 675 students

Location Description: Urban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Warner Avenue School is a west-side school located in the Holmby Hills, Westwood neighborhood. The school was founded in 1927. We celebrated 90 years of excellence in education in 2017.

Warner is a community school with family generations attending Warner over the past 90 years. There are community events that have been celebrated over the years. Most notably, Warner School's Open House is an event. Parents, grandparents, siblings and extended family attend Open House as is seen in University Homecoming events.

Warner School places strong emphasis on academics, socio-emotional wellness and joy-filled days for all learners.

Model Program and Practices

Name of Model Program/Practice: STEM Program

Length of Model Program/Practice: 2–4 years

Target Area(s): Science, Technology, Engineering, and Mathematics

Target Population(s): Asian, Black or African American, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: Parent Engagement, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Warner School's model differs from the District's model in that we began implementing the 21st Century instructional practices ahead of the District's time line. Our programs and practices have been refined ahead of all schools. It is through application that teachers have been able to evaluate the instructional programs and have made adjustments to learning design, timing, and improvements for the past three years. Instructors learn from each other, from student outcomes/feedback and parent/teacher conversations.

Implementation and Monitoring

Application of a program during a low-stakes period has been supportive of risk taking. Risk taking increases an internal desire to collaborate with peers. Implementation and monitoring become highly effective in a low-stakes environment. Teachers have valued the time to learn as they instruct.

Results and Outcomes

The results are always evident in test taking, but even more importantly, students are fully engaged in the lab. Teachers have become very comfortable teaching science because it is based on a discovery and phenomenon foundation. Teachers and students are driven to ask questions, rather than being the experts in science knowledge. This concept opens up the instructional pathway for learners and teachers. The outcome has also seen the learning field leveled for girls and boys. Girls feel engaged and connected in the learning process as investigators.