Warner Junior/Senior High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Warner Junior/Senior High School
Street	30951 Highway 79
City, State, Zip	Warner Springs, CA 92086-0008
Phone Number	760-782-3517
Principal	Christian Hendry
Email Address	Christian.Hendry@warnerusd.net
School Website	www.warnerusd.net
County-District-School (CDS) Code	37 75416 3730975

2023-24 District Contact Information

District Name	Warner Unified School District
Phone Number	(760) 782-3517
Superintendent	Andrea Sissons
Email Address	Andrea.Sissons@warnerusd.net
District Website	www.warnerusd.net

2023-24 School Description and Mission Statement

Warner Unified School District is a small rural district in the north eastern portion of San Diego County.   We are a single campus district, serving Preschool thru 12th graders on a shared campus.   The elementary school consists of 9 classrooms. The Middle/High school consists of 10 classrooms, a large library and a gym. The cafeteria operates for both campuses and offers home cooked breakfast and lunch at no cost to all students every day. Warner's teachers collaborate weekly to discuss academics and school culture and we are proud of our small, individualized class sizes and our small school atmosphere. Warner's leadership team is that consists of a District Superintendent/ Business Manager and a full time Principal. Together with our Board of Education, we are committed to student academic success. The principal, as well as multiple teachers, greet the students each morning as the buses arrive. The superintendent and principal visit classes as often as possible and has a much-utilized open-door policy to students, staff, and parents. The superintendent oversees the business and academic programs, with an eye on growth, success and sustainability.

Mission Statement

Warner Unified School District ensures the highest level of development of each child's creative, academic, physical, and social potential through partnership with students, parents, and community.

Vision Statement
We Believe In:
Encouraging everyone to reach their personal potential;
Keeping a positive attitude and a sense of humor;
Personal responsibility;
Being polite and honest.
We Believe That:
Self-motivation leads to knowledge, fulfillment, and healthier lives
The learning experience must be nurturing, positive, and safe.

Student Learner Outcomes

Warner Unified School District graduates will be expected to:
Be Responsible Citizens
Be Self-Directed Learners and Critical Thinkers
Use Technology Safely and Respectfully
Work Collaboratively in a Team

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	16
Grade 8	19
Grade 9	17
Grade 10	14
Grade 11	17
Grade 12	11
Total Enrollment	94

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41%
Male	58%
Non-Binary	1%
American Indian or Alaska Native	33%
Asian	1%
Black or African American	2%
Filipino	0%
Hispanic or Latino	34%
Native Hawaiian or Pacific Islander	0%
Two or More Races	7.1%
White	35.3%
English Learners	4%
Foster Youth	0%
Homeless	1.2%
Migrant	0%
Socioeconomically Disadvantaged	69%
Students with Disabilities	14%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.90	100.00	8.0	57.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	.05%	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.00	1.60	1.08	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0	38.89	12115.80	4.41
Unknown	0.30	0.	0	2.05	18854.30	6.86
Total Teaching Positions	7.60	100.00	9	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.80	78.0%	8.5	60.76	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.5	.5	.05%	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.60	0.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	0.00	0	36.23	11953.10	4.28
Unknown	0.40	0	0	2.63	15831.90	5.67
Total Teaching Positions	8.50	100.00	9.5	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.20	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	2.20
Total Out-of-Field Teachers	0.00	2.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school's textbooks and instructional materials are in good condition and meet the needs of the students. Funds have been available and textbooks/supplies are purchased as the need arises. The district follows the state schedule for textbook adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas

Year and month in which the data were collected	05/01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	Springboard 2017	Yes	0%
Mathematics	Carnegie Learning– Math Series: A Common Core Math Program Course 2 2014 Carnegie Learning– Math Series: A Common Core Math Program Course 3 2014 Carnegie Learning– Integrated Math 1: A Common Core Math Program Course 3 2017 Carnegie Learning– Integrated Math II: A Common Core Math Program Course 3 2017 Carnegie Learning– Integrated Math III: A Common Core Math Program Course 3 2017 James Steward Calculus with Early Transcendentals 2017	Yes	0%
Science	Environmental Science: Living In The Environment seventeenth edition, By Miller and Spoolman- Cengage Learning 2012 Using this Year Currently: Chemistry and Agriscience: Plant and Soil Science-Fundamentals and Applications, by Parker - Cengage Learning 2010 Principles of Soil Chemistry fourth edition, by Tan - CRC Press 2011 Teachers Edition Only- Chemistry Matter and Change, by Glenco - McGraw Hill Education 2017 Sustainable Agriculture Biology: Biology, by Glenco - McGraw Hill Education 2017 Independent study and remid phys sci curriculum: Ag Earth Science: Earth Science Geology, The Environment, The Universe, by Glenco - McGraw Hill Education 2017 Used every other year (this year using course 3) Middle School Ag Integrated Science Classes: Integrated Science Course 2, By Glenco - McGraw Hill Education 2017 • Integrated Science Course 3, By Glenco - McGraw Hill Education 2017	Yes	0%
History-Social Science	Teacher Curriculum Institute– History Alive! U.S. Through Industrialism 2014 Teacher Curriculum Institute– History Alive! The Medieval World and Beyond 2014 McGraw Hill Glencoe- The American Journey 2006 McGraw Hill Glencoe- Medieval and Early Modern Times 2006 Houghton-Mifflin- Modern World History 2005 Houghton-Mifflin- The Americans 2000 Houghton-Mifflin- American Government (AP) 2002 Thompson- Contemporary Economics 2002 Houghton-Mifflin- Created Equal (AP) 2006 Houghton-Mifflin- World Geography 2000	Yes	0%
Foreign Language	Somos Curriculum 2021	Yes	0%

Health	Title: Glencoe Teen Health Course 2 2009	Yes	0%
Visual and Performing Arts			0

School Facility Conditions and Planned Improvements

Warner has playground supervision before, during, and after school. All visitors are required to give advanced notice and report to the main office to sign-in and receive a visitor's badge while on campus. Classroom sizes and resources contribute to a positive environment. Comprehensive efforts are made to integrate recycling and environmental concerns into facilities as well as curriculum and instruction.

Warner School was established in 1938. Initially, it consisted of a single building. Today, the school district is unified as an elementary, middle and high school. There are a total of 24 classrooms, 20 of which are permanent buildings, and four portable buildings. The four portable buildings were constructed in 1996. Warner also has a cafeteria, two multi-purpose rooms, and one library.   The high school campus school is equipped with a mechanic/wood shop, a science laboratory, a computer lab, and an agriculture/farm facility. Warner Unified School District also has a district office.

Across the highway in the community park, there is a Community Resource Center/Hub and a Community Education Center with wifi and computers available to the community. Custodial, groundskeeping, and maintenance staff maintain the district's facilities in spite of limited resources. Classrooms, restrooms, the kitchen, and cafeteria are cleaned daily. The maintenance staff tries to prioritize school needs as best as possible. A new system of work orders is being implemented to maximize the efficiency of the staff.   The District continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects. We continue to work with the State of California and grant funded engineers to address the increased Arsenic levels in our potable well. For the current 2023-2024 school year, the district's governing board has approved several projects including roofing, a leveling of the parking lot entryway, a project to install filtered bottle filling stations around campus.

The Warner Unified School District has contracted with a facilities consultant to assist in prioritizing and implementing a Major Maintenance Plan and a Deferred Maintenance Plan. The District has recently replaced the majority of roofs on campus. Over the past several years, we have undergone a large clean-up and removal of old junk cars, equipment and other items that littered the campus. The District has supplemented the Proposition 39 funding by purchasing all new ballasts and bulbs for all buildings on campus. The Prop 39 implementation took place in 2022 and was used to upgrade HVAC across the campus. We have recently received two years of KIT fund grants from the State of California with which we are able to upgrade almost all of the equipment in the Cafeteria/Kitchen. We are currently implementing a CALSHAPE grant to replace some of the toilets on campus along with evaluating and doing maintenance on all of the HVAC on campus.

Year and month of the most recent FIT report	01/04/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			The District has replaced all HVAC except for the heater in the Gym. We are now having those systems maintained for efficiency. The District had the septic system scoped and found some areas that could be upgraded. Through our State Water grant, we also had future septic plans drawn for potential growth. Additionally, the District could use a central control for HVAC systems to assist with energy waste and high costs. The District has resolved the bacteriological issue in the water and determined there was no cross connection between the irrigation and potable systems. We have been working with various vendors, state and local officials and our water operator to identify a solution to our arsenic system. The irrigation system is poorly maintained and aged. The District continues to work with State Officials to solve the Arsenic problem in the water.

Interior: Interior Surfaces		X		The District cleans daily and works to maintain interior surfaces through work order system requests for repairs. Some classrooms have older countertops and carpet that may need to be replaced. The MS/HS restrooms are vandalized often and require constant repair of equipment. Kitchen countertops and cabinets are older and will be replaced through a KIT grant after we buy and install the major equipment.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		The District maintains custodial staff in order to clean rooms daily. The District needs to continue to do exclusion work in some spaces and work with staff to limit food in the classrooms. We contract with a pest management company to set traps for rodents and check weekly for other pests. The District has returned to regular cleaning practices with additional access to clorox wipes and additional supplies. The district has purchased two mobile disinfecting systems, one to be used on each campus.
Electrical	X			We have annual fire inspections and other annual processes where we address any deficiencies that are identified by local fire authority. The District has installed Solar Panels and upgraded a transformer. The district has installed two Electric charging stations for both vehicles and buses. We are planning to address the lack of outdoor lighting in the parking areas and some areas on campus.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	The primary deficiencies in restrooms are in proper use of toilets, urinals, and sinks and bathroom equipment. The bathroom equipment is often being damaged by students. The District will address the issue of supervision of students to prevent damage to the restroom equipment. At the MS/HS we have implemented a one in:one out policy and plan to install VAPE sensors to prevent kids from smoking in the restroom. The District does a good job of cleaning the restrooms daily. The District has struggle with water quality issues and we continue to work with State and Local officials to identify a solution.
Safety: Fire Safety, Hazardous Materials	X			The District has done a lot to clean up years of stored paint, cleaning supplies and other potentially hazardous materials including left over oil from the expired oil recycling program. The District has posted no dumping oil signs to notify the community that the recycling program is no longer operating. This should curb the unwanted dropoff of oil and other chemicals. The district will continue its effort to refrain from storing large quantities of paint and chemicals and only order as needed for use. Additionally, the district will continue to search out stored paints, and chemicals and to dispose of them as necessary. The District has compliance inspections at least annually for Fire Hazards, Hazardous Materials, Fuel Tank check ups, Storm Water runoff, Fire Extinguisher certifications, and others to ensure we are providing a safe and clean environment for students. The District's fire system works and passes inspection but is older and will be evaluated for upgrade.

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		We have done significant upgrades to the roofs over the past two years, including the roof on the Library building at the High School Campus. We are currently contracted to repair a foundation issue at the Community Resource Center across the street. The District has done a lot of work to paint and beautify the school in recent years. The District could also use upgrades to the After School building and other improvements such as lead paint abatement on the older Elementary buildings. These projects will continue to be prioritized as funds are identified.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		The District has installed a new playground last year. Windows are in good working order but many could be updated to be more efficient. The District has replaced many of the older doors this year. Most importantly, the District needs to address multiple areas on the external part of the buildings where vermin or rodents may enter, specifically on the screens on all furnace vents and the skirting under the modular buildings.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	36	55	53	47	46
Mathematics (grades 3-8 and 11)	8	25	41	40	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	48	44	91.67	8.33	36.36
Female	19	18	94.74	5.26	44.44
Male	28	25	89.29	10.71	28.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	42.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	25	89.29	10.71	32.00
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	35	92.11	7.89	34.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	48	44	91.67	8.33	25.00
Female	19	16	84.21	15.79	31.25
Male	28	27	96.43	3.57	22.22
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	18	94.74	5.26	27.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	26	92.86	7.14	23.08
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	35	92.11	7.89	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.52	5.56	26.32	11.76	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	36	92.31	7.69	5.56
Female	19	16	84.21	15.79	6.25
Male	20	20	100.00	0.00	5.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	15	100.00	0.00	6.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	21	87.50	12.50	4.76
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	29	93.55	6.45	6.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Students are well prepared to enter the workforce upon graduating from Warner Junior/Senior High School. Students have access to four current Career Technical Exploration classes: Agriculture Mechanics, Construction, Coding, and Computer Repair. Our graduates attend additional vocational training, community college, and four-year colleges, including Palomar College, CSU campuses, and UC campuses while many others enter the workforce or the armed forces immediately after graduating. Our district has had all courses classes A-G approved since 2020.

Warner Students have access to three CTE Pathways on campus. Our full time counselor specifically focus on career preparation and/or preparation for work. This includes three Agricultural Pathways, one Construction and one Information Technologies Pathway. All Pathway courses are UC/CSU "a-g" approved. Our CTE advisory board consists of community members who are currently employed in these fields. We also look forward to student internships.
All current High School students are enrolled in at least one pathway, and we also have several that are on track to be dual pathway completers. Since 2020, we have offered Career Exploration opportunities to begin the conversation about the future opportunities and pathways.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	86
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Contact Person Name: Andrea Sissons, Superintendent/CBO or Christian Hendry, School Principal
To Reach Contact Person: 760-782-3517
Parent involvement is a key component of our school's success. Warner values our parents and we know that we cannot be successful without parent support and involvement. Parents are invited to be involved in a number of ways, including the following:

- Parent Teachers' Community Club (PTCC)
- School Site Council
- Indian Advisory Committee
- Classroom volunteer
- Special events
- LCAP input meetings
- Parent Lunch days

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	16.7	6.3	14.3	14.7	14.3	23.6	9.4	7.8	8.2
Graduation Rate	83.3	87.5	85.7	58.8	63.5	52.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	14	12	85.7
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	14	12	85.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	101	97	59	60.8
Female	47	44	28	63.6
Male	53	52	30	57.7
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	3	3	2	66.7
Asian	0	0	0	0.0
Black or African American	1	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	36	34	16	47.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	3	3	2	66.7
English Learners	16	15	7	46.7
Foster Youth	1	1	1	100.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	76	76	45	59.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	18	18	14	77.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	3.06	11.22	11.88	0.11	0.37	0.41	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.88	0
Female	17.02	0
Male	5.66	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	11.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	6.25	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	14.47	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.11	0

2023-24 School Safety Plan

Date Reviewed and Updated: January 2023
Date Discussed with School Faculty: January 2023
The key elements of the School Safety Plan include the District's ThrillShare system for communication, transportation procedures, and procedures for the release of students.
Also included are the following:
- Evacuation for earthquake, fire, and flood
- Incident Command Response activities and responsibilities
- Lockdown procedures
- Review of campus physical plan
- Drills
- School maps and manuals
- COVID Pandemic Plans and Checklists

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	4	0	0
Mathematics	15	5	0	0
Science	18	1	0	0
Social Science	13	4	0	0

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	6	0	0
Mathematics	14	4	1	0
Science	16	1	0	0
Social Science	15	3	0	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	6	1	0
Mathematics	12	6	0	0
Science	11	2	0	0
Social Science	13	5	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	94

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.25
Psychologist	.10
Social Worker	.25
Nurse	0
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	0
Other	6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$29,305	$15,281	$17,909	$102,918
District	N/A	N/A	$16,331	
Percent Difference - School Site and District	N/A	N/A	9.2	55.2
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-64.5	31.9

Fiscal Year 2022-23 Types of Services Funded

Supplemental programs and supplemental services provided through categorical funds are varied throughout the school. Most programs are multi-funded which gives Warner USD the flexibility to provide the most comprehensive services possible. Services are directly delivered to students through tutors, and paraprofessionals. Services are provided in before, during, and after school settings. Varied materials are purchased and used to meet different student needs. Professional development is provided on an on-going basis to all personnel working with students. The following is a list of services and programs funded with categorical programs:

- Teacher collaboration
- Teacher Professional Development Opportunities
- Professional Learning Community training/workshops
- Parent Participation
- Support Staff
- Multi-Tiered Systems of Support
- Positive Behavior Invention System
- Before and After school programs
- Academic support
- Expanded Learning Opportunities
- Extra Curriculur Activities
- Opportunities to access Mental Health on Campus

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,681	$47,616
Mid-Range Teacher Salary	$68,330	$75,580
Highest Teacher Salary	$95,002	$100,485
Average Principal Salary (Elementary)	$0	$114,067
Average Principal Salary (Middle)	$0	$123,622
Average Principal Salary (High)	$0	$125,386
Superintendent Salary	$142,140	$157,977
Percent of Budget for Teacher Salaries	42%	27.82%
Percent of Budget for Administrative Salaries	4.0%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The district recently increased the professional development days from 3 to 5 a year. We also provide early release on Friday to allow collaboration. The District encourages and supports professional development opportunities and allows teacher release time for specialized or added professional development. Additionally, the district pays for 2 PD days for Classified staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5