

WARNER JUNIOR/SENIOR HIGH SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD

*Reported for School Year 2015-2016,
Published during 2016-2017*

District Information:

Warner Unified School District

P.O. Box 8, 30951 Highway 79

Warner Springs, CA 92086

760-782-3517

<https://sites.google.com/a/warnerusd.net/home/>

Dr. Lou Obermeyer, Interim Superintendent/Principal

School Information:

Warner Junior/Senior High School

30951 Highway 79

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I. DATA AND ACCESS

SARC Data

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the new Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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.

Additional Information

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

II. ABOUT THIS SCHOOL

School Description and Mission Statement (Most Recent Year)

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

- Warner Junior/Senior High School had a 2015-2016 enrollment of 95 students in grades 7-12.
- Warner Junior/Senior High School's 2015-2016 student population was predominantly 1.1% African American, 30.5% Caucasian, 37.9% Hispanic, 27.4% Native American, 1.1% Native Hawaiian or Pacific Islander, and 2.1% two or more races.
- Warner Junior/Senior High School maintains 66 computer stations with Internet access. Every classroom has at least three, and there is a multimedia lab. There is an interactive video hookup on campus.
- Warner Junior/Senior High School maintains partnerships with community groups that support student learning. These groups include the Warner Community Resource Center, Parent Teachers' Club, Lion's Club, American Legion, Warner Springs Cultural Association, and others.
- Warner Junior/Senior High School is the proud recipient of the 2015-2016 After School Safety and Enrichment for Teens (ASSETs) Innovation Award for our Outdoor Education Program from the San Diego County Office of Education and California Department of Education.

Student Enrollment by Grade Level (School Year 2015-2016)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
7	18
8	21
9	14
10	15
11	17
12	10
Total Enrollment	95

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II. ABOUT THIS SCHOOL

Student Enrollment by Group (School Year 2015-2016)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.1%	Two or More Races	2.1%
American Indian or Alaska Native	27.4%	Other	0%
Asian	0%	Socioeconomically Disadvantaged	80%
Filipino	0%	English Learners	9.5%
Hispanic or Latino	37.9%	Students with Disabilities	18.9%
Native Hawaiian or Pacific Islander	1.1%	Foster Youth	0%
White	30.5%		

III. CONDITIONS OF LEARNING

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials (Three-Year Comparison)

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

Teachers	School			District
	2014-2015	2015-2016	2016-2017	2016-2017
With Full Credential	8	8	8	13
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	2	5	5

Teacher Misassignments and Vacant Teacher Positions (Three-Year Comparison)

A "teacher misassignment" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. A "vacant teacher position" is one in which a single designated teacher has not been assigned to teach an entire course at the beginning of the school year or semester. This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period. Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2014-2015	2015-2016	2016-2017
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	5
Vacant Teacher Positions	0	0	0

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III. CONDITIONS OF LEARNING

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-2016)

The Federal Elementary and Secondary Education Act (ESEA) of 2005-2006 requires that core academic subjects be taught by Highly Qualified Teachers (HQT), defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. This table displays the percent of classes in core academic subjects taught by and not taught by Highly Qualified Teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High-poverty schools are defined as those with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals program. For more information, see the *Improving Teacher and Principal Quality* Web page at <http://www.cde.ca.gov/nclb/sr/tq>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	98%	1.0%
High-Poverty Schools in District	98%	1.0%
Low-Poverty Schools in District	0%	0%

Quality and Currency of Textbooks and Instructional Materials (Most Recent Year)

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.

Subject Area	Textbook Publisher and Title	Year of Adoption
English-Language Arts	McDougal Littell- <i>Language of Literature</i>	2000
Mathematics	Carnegie Learning- <i>Math Series: A Common Core Math Program Course 2</i>	2014
Mathematics	Carnegie Learning- <i>Math Series: A Common Core Math Program Course 3</i>	2014
Mathematics	Carnegie Learning- <i>Integrated Math 1: A Common Core Math Program Course 3</i>	2014
Mathematics	Carnegie Learning- <i>Integrated Math II: A Common Core Math Program Course 3</i>	2014
Mathematics	Carnegie Learning- <i>Integrated Math III: A Common Core Math Program Course 3</i>	2014
Mathematics	McDougal/Littell- <i>Pre-Calculus with Limits, A Graphing Approach, 3rd Edition</i>	2001
Mathematics	McDougal/Littell- <i>Calculus Concepts and Applications</i>	2005
Science	James Lawhead- <i>Introduction to Veterinary Science HS (2nd Edition)</i>	2009
Science	Delta Education- <i>CPO Focus on Life Science</i>	2011
Science	Delta Education- <i>CPO Focus on Physical Science</i>	2009
Science	Thompson- <i>Environmental Science</i>	2002
Science	Kendal Hunt- <i>BSCS Biology (An Ecological Approach)</i>	2000
Science	It's About Time- <i>Integrated Science</i>	2000

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III. CONDITIONS OF LEARNING

Quality and Currency of Textbooks and Instructional Materials (Most Recent Year)

Subject Area	Textbook Publisher and Title	Year of Adoption
History-Social Science	Teacher Curriculum Institute– <i>History Alive! U.S. Through Industrialism</i>	2014
History-Social Science	Teacher Curriculum Institute– <i>History Alive! The Medieval World and Beyond</i>	2014
History-Social Science	McGraw Hill Glencoe- <i>The American Journey</i>	2006
History-Social Science	McGraw Hill Glencoe- <i>Medieval and Early Modern Times</i>	2006
History-Social Science	Houghton-Mifflin- <i>Modern World History</i>	2005
History-Social Science	Houghton-Mifflin- <i>The Americans</i>	2000
History-Social Science	Houghton-Mifflin- <i>American Government (AP)</i>	2002
History-Social Science	Thompson- <i>Contemporary Economics</i>	2002
History-Social Science	Houghton-Mifflin- <i>Created Equal (AP)</i>	2006
History-Social Science	Houghton-Mifflin- <i>World Geography</i>	2000

Availability of Textbooks and Instructional Materials (Most Recent Year)

Every student has access to standards-based textbooks in all core curriculum areas. The ratio of textbooks to students in all subjects is no less than 1:1. The textbook inventory is updated annually and was most recently completed on June 13, 2016.

Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%
Visual and Performing Arts	0%

III. CONDITIONS OF LEARNING

School Facility Conditions and Planned Improvements (Most Recent Year)

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 1940. 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, a multi-purpose room, and two libraries; one for the high school and one for the elementary school. The high school campus school is equipped with a mechanic/wood shop, a science laboratory, and an agriculture facility. Warner Unified School District also has a district office.

Across the highway in the community park, there is a community resource center. Custodial, grounds keeping, 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 system of work orders is utilized to maximize the efficiency of the staff. Beginning with the 2015-2016 school year, a full-time facilities position was established by the district to supplement the current maintenance staff in completing needed facilities repairs.

The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects. For the current 2016-2017 school year, the district's governing board has not approved deferred maintenance projects for the school district but is in the process of taking inventory of deferred maintenance projects and updating its plan. When completed, the plan will then be available for review at the district office or on the Internet at www.warnerusd.net.

The Warner Unified School District has contracted with the San Diego County Office of Education (SDCOE) Facilities group to assist in prioritizing and implementing a Major Maintenance Plan and a Deferred Maintenance Plan. The District has recently replaced two roofs and has repaired an issue with gym flooring. Additionally, the flooring in both the Ag room and the Art room have been replaced in the past year. The Proposition 39 funding will help with some of the lighting and HVAC issues and the District will apply to the state for help in funding some of our larger projects.

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III. CONDITIONS OF LEARNING

School Facility Good Repair Status (Most Recent Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓		The District's HVAC systems are aging and in need of repair and replacement. The District intends to utilize Prop 39 funding from the 2017-2018 school year to replace some of the older HVAC equipment. In the meantime, the district is repairing equipment as trouble arises.
Interior: Interior Surfaces			✓	Repairs needed: Stained ceiling tiles and broken floor tiles and window coverings. These will be added to our list of priority repairs in the District's maintenance plan. After replacement, ceiling tiles will be monitored for signs of new stains and roof fixes will be made as necessary. The District has contracted with the SDCOE Facilities group for help in managing facilities and maintenance issues.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			n/a
Electrical: Electrical			✓	The areas of concern include battery backups on Exit signage, missing light fixture covers and light switch covers, and inaccessible electric boxes. These deficiencies will be addressed in the District's maintenance plan and placed on a priority list for repair over the spring and summer breaks.
Restrooms/Fountains: Restrooms, Sinks, Fountains			✓	The deficiencies are in proper care and maintenance of toilets, urinals, and sinks. The district will address the issues with changes to cleaning products and added supervision of students to prevent damage to the restroom equipment.
Safety: Fire Safety, Hazardous Materials		✓		The District has stored large quantities of technology waste as well as other potentially hazardous materials. The District has contacted a specialist to identify our removal needs and create a plan for proper disposal.
Structural: Structural Damage, Roofs		✓		The District has several roofs which are in need of repair and in some cases replacement, including several of the Elementary classrooms and the High School gym. The District will implement a long term plan to address the larger maintenance needs and the roofs will be top priority.
External: Playground/School Grounds, Windows, Doors, Gates, Fences	✓			n/a

Date of Inspection: January 2017

Overall Rating of School Facility Good Repair Status (Most Recent Year)

This table displays the overall rating from the results of the most recently completed school site inspection.

System Inspected	Overall Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Rating			✓	

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IV. PUPIL OUTCOMES

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System); and
- The percentage of pupils 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.

Statewide Student Assessments

The Standardized Testing and Reporting (STAR) Program was last administered during the 2012-2013 school year. California's new statewide student assessment system, the California Assessment of Student Performance and Progress (CAASPP), was established January 1, 2014 and first administered during the 2013-2014 school year. The CAASPP comprises the following assessments:

- Smarter Balanced Summative Assessments for students in the general education population for English language arts/literacy (ELA) and mathematics given in grades 3 through 8 and 11;
- California Alternate Assessments (CAAs) for ELA and mathematics given in grades 3 through 8 and 11. The CAAs have replaced the California Alternate Performance Assessment (CAPA) for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with significant cognitive disabilities; and
- Science assessments including California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA), in grades 5, 8, and 10.

Note on ELA and Mathematics tests: results include both 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 on the CAAs divided by the total number of students who participated in both assessments.

Note on Science tests: results include CST's, CMA, and CAPA. The "Percent Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note on all tests: Scores are not shown 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. Double dashes appear (—) when the number of students tested is ten or less.

CAASPP Test Results in ELA and Mathematics for All Students (Two-Year Comparison)

This table displays the percent of students meeting or exceeding the state standards on the CAASPP in the areas of English language arts/literacy and mathematics.

Subject	Percentage of Students Meeting or Exceeding State Standards					
	School		District		State	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
English Language Arts/Literacy	43%	36%	29%	42%	44%	48%
Mathematics	25%	6%	21%	24%	34%	36%

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IV. PUPIL OUTCOMES

CAASPP Test Results by Student Group – ELA and Mathematics (School Year 2015-2016)

The following tables display testing data, including the percent of students meeting or exceeding the state standards in English language arts/literacy and mathematics, by student group, and by grade level.

Grade 7								
Student Group	Total Enrollment		Number Tested		Percent Tested		Percent Met or Exceeded	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	17	17	16	16	94.1%	94.1%	12.5%	6.3%
Male	--	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	14	14	13	13	92.9%	92.9%	7.7%	7.7%
English Learners	--	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--

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IV. PUPIL OUTCOMES

CAASPP Test Results by Student Group – ELA and Mathematics (School Year 2015-2016)

Grade 8								
Student Group	Total Enrollment		Number Tested		Percent Tested		Percent Met or Exceeded	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	18	18	17	17	94.4%	94.4%	47.1%	5.9%
Male	--	--	--	--	--	--	--	--
Female	13	13	12	12	92.3%	92.3%	66.7%	--
Black or African American	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	12	12	92.3%	92.3%	41.7%	8.3%
English Learners	--	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--

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IV. PUPIL OUTCOMES

CAASPP Test Results by Student Group – ELA and Mathematics (School Year 2015-2016)

Grade 11								
Student Group	Total Enrollment		Number Tested		Percent Tested		Percent Met or Exceeded	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	18	18	14	14	77.8%	77.8%	50%	7.1%
Male	--	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	10	10	76.9%	76.9%	40%	10%
English Learners	--	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--

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IV. PUPIL OUTCOMES

CAASPP Test Results in Science for All Students (Three-Year Comparison)

This table displays the percent of students scoring at the Proficient or Advanced level in science.

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Science	46%	61%	--	46%	50%	43%	60%	56%	54%

CAASPP Test Results by Student Group – Science (School Year 2015-2016)

This table displays testing data, including the percent of students who scored at the Proficient or Advanced level in Science, by student group, in grades 5, 8, and 10 combined (if applicable).

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	0	0	0%	0%
American Indian or Alaska Native	0	0	0%	0%
Asian	0	0	0%	0%
Filipino	0	0	0%	0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%
White	0	0	0%	0%
Two or More Races	0	0	0%	0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%
Foster Youth	--	--	--	--

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IV. PUPIL OUTCOMES

Career Technical Education Programs (School Year 2015-2016)

Students are well prepared to enter the workforce upon graduating from Warner Junior/Senior High School. Students have access to up to six ROP courses. Nearly 60% of the school's students participate in one or more of the school's agricultural science and/or career courses. 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.

Career Technical Education Participation (School Year 2015-2016)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Students Participating in CTE	63
Percent of Students Completing a CTE Program and Earning a High School Diploma	15.8%
Percent of CTE Courses Sequenced or Articulated between the School and Institutions of Postsecondary Education	0%

Courses for University of California and/or California State University Admission (School Years 2014-2015 and 2015-2016)

This table displays, for the most recent year available, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
2015-2016 Students Enrolled in Courses Required for UC/CSU Admission	100%
2014-2015 Graduates Who Completed All Courses Required for UC/CSU Admission	100%

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IV. PUPIL OUTCOMES

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-2016)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness testing Web page at <http://www.cde.ca.gov/ta/tg/pf>.

Note: Percentages are not shown 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. Double dashes appear (—) when the number of students tested is ten or less.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	35.7%	14.3%	21.4%
9	13.3%	13.3%	53.3%

V. ENGAGEMENT

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (Most Recent Year)

Contact Person Name: Dr. Lou Obermeyer, Interim Superintendent

To Reach Contact Person: 760-782-3517

Parent involvement is a component of our school's success. Parents are involved in a number of ways, including the following:

- Parent Teachers' Club
- School Site Council
- Indian Advisory Committee
- Classroom assistance
- Special events

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V. ENGAGEMENT

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

This table displays the school's dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Dropout Rate	0%	6.7%	7.1%	0%	6.7%	7.1%	11.4%	11.5%	10.7%
Graduation Rate	91.67%	86.67%	92.86%	91.67%	86.67%	92.9%	80.44%	80.95%	82.3%

Completion of High School Graduation Requirements– Graduating Class of 2015

Students in California public schools must pass both the English-language arts and mathematics portions of the CAHSEE to receive a high school diploma. This table displays, by student group, the percent of students who began the 2014-2015 school year in grade twelve and were part of the school's graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. *Note: "n/a" means that the student group is not numerically significant.*

Group	Graduating Class of 2015		
	School	District	State
All Students	100%	81%	85%
Black or African American	n/a	n/a	77%
American Indian or Alaska Native	100%	43%	75%
Asian	100%	100%	99%
Filipino	n/a	n/a	97%
Hispanic or Latino	100%	100%	84%
Native Hawaiian or Pacific Islander	n/a	n/a	85%
White	100%	100%	87%
Two or More Races	n/a	n/a	91%
Socioeconomically Disadvantaged	100%	75%	77%
English Learners	100%	100%	51%
Students with Disabilities	n/a	100%	68%
Foster Youth	n/a	n/a	n/a

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V. ENGAGEMENT

State Priority: School Climate

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

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

Suspensions and Expulsions (Three-Year Comparison)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school, district, and state levels.

Rate	School			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Suspensions	5.2%	7.0%	10.8%	4.1%	4.7%	1.4%	4.4%	3.8%	3.7%
Expulsions	0%	0%	0%	0%	0%	0%	0.1%	0.1%	0.1%

School Safety Plan (Most Recent Year)

Date Reviewed and Updated: December 2015

Date Discussed with School Faculty: February 2016

The key elements of the School Safety Plan include the Blackboard Connect for communication, transportation procedures, and procedures for release of students. Also included are the following:

- Evacuation for earthquake, fire, and flood
- Incident Command Response activities and responsibilities
- Lock down procedures
- Review of campus physical plant
- Drills
- School maps and manuals

VI. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but it is not included in the state priorities for the LCFF.

Federal Intervention Program (School Year 2016-2017)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2011-2012	n/a
Year in Program Improvement	Year 3	n/a
Number of Schools Currently in Program Improvement	n/a	1
Percent of Schools Currently in Program Improvement	n/a	50%

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VI. OTHER SARC INFORMATION

Average Class Size and Distribution (Three-Year Comparison)

This table displays, by subject area, the average class size and the number of classes that fall into each size category (a range of total students per classroom).

Subject	2013-2014				2014-2015				2015-2016			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	10.0	8	0	0	12.0	8	0	0	9.0	1	0	0
Mathematics	10.0	9	0	0	9.0	10	0	0	9.0	1	0	0
Science	12.0	3	0	0	14.0	2	1	0	12.0	1	0	0
Social Science	6.0	13	0	0	8.0	12	1	0	11.0	1	0	0

Academic Counselors and Other Support Staff (School Year 2015-2016)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	n/a
Counselor (Social/Behavioral or Career Development)	0.2	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0.3	n/a
Psychologist (Intern)	0.2	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0.67	n/a
Resource Specialist (non-teaching)	0	n/a

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VI. OTHER SARC INFORMATION

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-2015)

This table displays a comparison of the school's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor. Detailed information regarding school expenditures and teacher salaries for all school districts in California can be found at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, visit the Ed-Data Web site at <http://www.ed-data.org>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School	\$18,189	\$4,434	\$13,755	\$53,495
District	n/a	n/a	\$13,755	\$52,946
Percent Difference - School and District	n/a	n/a	0%	<1%
State	n/a	n/a	\$5,677	\$60,705
Percent Difference - School and State	n/a	n/a	59%	-12%

Types of Services Funded (Fiscal Year 2015-2016)

Students with disabilities and those who need EL support receive appropriate services through the Warner Unified School District and neighboring school districts. Funds are available and are used to assist students with disabilities. Title I and LCFF grant programs are available for students who are underperforming in core area subjects such as English-language arts, math, science, and social science.

Teacher and Administrative Salaries (Fiscal Year 2014-2015)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries and 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	\$37,982	\$40,430
Mid-Range Teacher Salary	\$55,558	\$58,909
Highest Teacher Salary	\$74,119	\$77,358
Average Principal Salary (High School)	n/a	\$97,839
Superintendent Salary	\$120,000*	\$123,728
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	5%	6%

*The Superintendent serves as the school principal.

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VI. OTHER SARC INFORMATION

Advanced Placement Courses (School Year 2015-2016)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at <http://dq/cde/ca/gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	1	n/a
Science	1	n/a
Social Science	2	n/a
All Courses	4	26%

Professional Development (Three-Year Comparison)

For each of the last three years, the district has provided three formal professional development days. In addition, 26 late-start Mondays are incorporated into the calendar as staff development time, whereby staff development is provided from 8:05 a.m. until 9:00 a.m. for 26 consecutive Mondays beginning in September. Teachers are supported during the implementation of staff development activities through teacher-principal meetings, county office consultants, and Common Core State Standards.

Annual Number of School Days Dedicated to Staff Development		
2013-2014	2014-2015	2015-2016
3	3	3
Plus, Late-Start Mondays; 8:05-9:00 a.m.	Plus, Late-Start Mondays; 8:05-9:00 a.m.	Plus, Late-Start Mondays; 8:05-9:00 a.m.

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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). The DataQuest Web page is located at <http://dq.cde.ca.gov/dataquest/>.

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.