

Warren High School

8141 De Palma St. • Downey, CA 90241 • (562) 869-7306 • Grades 9-12

Laura Rivas, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Downey Unified School District

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School Description

For over 50 years Warren High School has offered a strong academic and co-curricular program to its students. Warren High offers many Honors and Advanced Placement (AP) level, as well as highly specialized Career and Technical Education (CTE) pathways. Students can access the Animation, Construction Technology, Culinary Arts, Film and Television, and Project Lead the Way (engineering) pathways as early as the ninth grade, getting hands on experience in state of the art facilities with industry level equipment. Our Advancement via Individual Determination (AVID) program helps students who are the first in the family to go to college to complete the college entrance requirements. The program enjoys a 100% acceptance rate to four-year colleges and universities for seniors completing the program. A wide range of academic and scholarship recognitions are offered, including the California Scholarship Federation program and the Distinguished Graduate program.

In addition to the academic program, Warren High School offers outstanding co-curricular programs including twenty-two different athletic teams for boys and girls. Students at Warren have the opportunity to participate in award winning fine arts programs which include vocal and instrumental music, art, as well as theatre and dance. The school has a dynamic student activities program which includes a large number of service focused clubs.

In the spring of 2013, Warren was recognized as a California Distinguished School. Additionally, Warren earned three exemplary programs in Career Technical Education, Arts Education, and Physical Activity and Nutrition. Our goal in presenting you with this information is to keep our community well informed. Additional information is available on our web site. If you have any questions or are interested in making an appointment to discuss this report, please call our school.

Laura Rivas, PRINCIPAL

About the SARC

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 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.

- 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 and community members should contact the school at (562) 869-7306.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	1,008
Gr. 10	936
Gr. 11	958
Gr. 12	898
Total	3,801

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.5
Asian	1.8
Filipino	1.2
Hispanic or Latino	87.1
Native Hawaiian/Pacific Islander	0.3
White	6.2
Two or More Races	0.1
Socioeconomically Disadvantaged	75.0
English Learners	8.3
Students with Disabilities	9.1

A. 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

Warren High School	12-13	13-14	14-15
Fully Credentialed	135	139.4	147.4
Without Full Credential	3	0	1
Teaching Outside Subject Area of Competence	0	1	3
Downey Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Warren High School	12-13	13-14	14-15
Teachers of English Learners	0	1	1
Total Teacher Misassignments	0	1	3
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.65	0.35
Districtwide		
All Schools	97.67	2.33
High-Poverty Schools	97.67	2.33
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials	
Year and month in which data were collected: 10/7/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Literature and Language Arts: Third Course, Holt, Rinehart, & Winston adopted in 2003</p> <p>Literature and Language Arts: Fourth Course, Holt, Rinehart, & Winston adopted in 2003</p> <p>Literature and Language Arts: Fifth Course, Holt, Rinehart, & Winston adopted in 2003</p> <p>Literature and Language Arts: Sixth Course, Holt, Rinehart, & Winston adopted in 2003</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Algebra I, for California, McDougal Littell adopted in 2008</p> <p>Geometry, for California, McDougal Littell adopted in 2008</p> <p>Algebra 2, for California, McDougal Littell adopted in 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Biology, McDougal Littell adopted in 2007</p> <p>Chemistry: Matter and Change, Glencoe/McGraw-Hill adopted in 2007</p> <p>Physics: Principles and Problems, Glencoe adopted in 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>World History: Patterns of Interaction, McDougal Littell adopted in 2006</p> <p>American Anthem (U.S. History), Holt adopted in 2006</p> <p>Magruder's American Government, Prentice Hall adopted in 2006</p> <p>Economics: Principles in Action, Prentice Hall adopted in 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The District provides maintenance services on a regular schedule or when an emergency occurs.

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The District administers a scheduled maintenance program to ensure a suitable learning environment. At the time this report was published, all restrooms on campus were in good working order. Daily reports of incidents that require repair at the school sites are processed through work orders. Emergency repairs are given the highest priority. The remaining incidents are handled on a first-come, first-served basis to ensure efficient service.

The District participates in the State School Deferred Maintenance Program, which provides 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. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the district office.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 7/1/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[X]	[]	[]		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. 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 and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	52	56	58	65	65	66	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	48	54	58	53	56	57	54	56	55
Math	23	24	25	48	48	50	49	50	50
HSS	55	58	57	55	58	59	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	7
Similar Schools	7	8	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.3	18.9	39.6

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	58
Male	62
Female	55
Black or African American	33
American Indian or Alaska Native	
Asian	75
Filipino	
Hispanic or Latino	58
Native Hawaiian/Pacific Islander	
White	69
Two or More Races	
Socioeconomically Disadvantaged	54
English Learners	11
Students with Disabilities	27
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School		22	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		24	7
Native Hawaiian/Pacific Islander			
White		11	-4
Two or More Races			
Socioeconomically Disadvantaged		23	10
English Learners		26	8
Students with Disabilities		23	48

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. 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 schoolsite.

Opportunities for Parental Involvement

We have numerous ways for parents and community members to participate in the life of our school. Many are very supportive of the educational program at Warren High. Staff members, community members, and parents participate in various organizations that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs.

Parents are encouraged to participate on one or more of the following organizations:

- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- English-Language Advisory Committee (ELAC)
- Academic Boosters' Council
- A booster group, such as band, football, baseball, etc.

The contact person for parent involvement is Principal Rivas; she can be reached at (562) 869-7306, extension 5800.

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.

School Safety Plan

Safety of students and staff is the primary concern at our school. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Disaster drills are conducted on a regular basis throughout the school year.

Our school is a closed campus. All visitors are required to sign-in at the school's office. Before school, after school, and during lunch administrators, campus security assistants, and other campus supervisors monitor activity and ensure student safety.

A Comprehensive School Safety Plan, which is reviewed annually by district personnel and the police department, was developed by the school staff to provide students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The school safety committee and district personnel evaluate the plan annually and update the plan as needed. The Comprehensive School Safety Plan was revised in October.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	6.9	5.4	3.3
Expulsions Rate	0.3	0.4	0.0
District	11-12	12-13	13-14
Suspensions Rate	4.8	4.0	3.5
Expulsions Rate	0.2	0.2	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		15
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	9
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.6
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0.6
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Other		1	1		1	1						
English	41.2	27	27	31	50	45	15	34	36	50	73	80
Math	54.6	27	28	9	38	33	14	19	17	37	66	70
Science	67.4	31	30	6	14	13	3	21	37	31	58	46
SS	71.9	30	31	14	22	16	2	15	18	23	71	71

* Number of classes indicates how many classrooms 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,275	\$41,761
Mid-Range Teacher Salary	\$75,909	\$66,895
Highest Teacher Salary	\$94,246	\$86,565
Average Principal Salary (ES)	\$111,082	\$108,011
Average Principal Salary (MS)	\$113,147	\$113,058
Average Principal Salary (HS)	\$127,706	\$123,217
Superintendent Salary	\$223,814	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	4	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,096	\$2,617	\$5,479	\$80,836
District	♦	♦	\$5,424	\$79,640
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			1.0	1.5
Percent Difference: School Site/ State			16.8	14.3

Types of Services Funded at Warren High School

Professional Development provided for Teachers at Warren High School

Teachers take approximately 10 days per year for their continuing education and professional development to improve their teaching skills in the subjects they teach to support student learning.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41	27	32	37	44	19
All Students at the School	36	28	37	34	45	20
Male	41	29	30	31	49	20
Female	31	26	43	37	43	21
Black or African American	54	21	25	61	29	11
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	36	28	36	34	46	20
Native Hawaiian/Pacific Islander						
White	33	26	41	26	55	19
Two or More Races						
Socioeconomically Disadvantaged	41	27	32	38	45	17
English Learners	90	10		86	13	1
Students with Disabilities	95	4	1	91	9	
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Warren High School	2011-12	2012-13	2013-14
English-Language Arts	55	61	64
Mathematics	59	63	66
Downey Unified School District	2011-12	2012-13	2013-14
English-Language Arts	53	58	46
Mathematics	57	58	49
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	97.79	93.98	84.56
Black or African American	94.74	92.86	75.90
American Indian or Alaska Native	100.00	100.00	77.82
Asian	100.00	96.30	92.94
Filipino	100.00	95.45	92.20
Hispanic or Latino	97.96	93.94	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	95.59	93.45	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	100.67	95.05	82.58
English Learners	71.67	75.00	53.68
Students with Disabilities	79.35	82.76	60.31

Dropout Rate and Graduation Rate			
Warren High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	3.6	4.7	2.1
Graduation Rate	94.17	93.60	96.44
Downey Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	5.7	6.7	5.3
Graduation Rate	92.01	90.87	92.68
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	6	♦
Mathematics	2	♦
Science	5	♦
Social Science	10	♦
All courses	27	0.2

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	67.93
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	40.50

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1270
% of pupils completing a CTE program and earning a high school diploma	8.9%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	4.6%

Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.