

Warren 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	Warren High School
Street	8141 De Palma St.
City, State, Zip	Downey, CA 90241
Phone Number	(562) 869-7306
Principal	Cari White, Ed.D.
Email Address	cwhite@dusd.net
School Website	warren.dusd.net
County-District-School (CDS) Code	19 64451 1939164

2023-24 District Contact Information

District Name	Downey Unified School District
Phone Number	(562) 469-6500
Superintendent	John A. Garcia, Jr., Ph.D.
Email Address	webadmin@dusd.net
District Website	www.dusd.net

2023-24 School Description and Mission Statement

Warren High is a large comprehensive high school with a thriving college going culture, strong academic and co-curricular programs, and excellent career technical education (CTE) pathways. Warren High has adopted an eight period block schedule where students take 7 classes, allowing students to be part of multiple programs, receive academic support, and complete CTE Pathways. Additionally, our ability to offer Dual Enrollment on campus during the school day through Cerritos College has increased significantly because of the students' schedule flexibility. Students in grades 9-12 can choose from over 16 college classes with more options added each semester. Warren rolled out our new Early College Program, a partnership between Downey Unified School District and Cerritos Community College. The program gives Warren High School students the opportunity to take Cerritos College courses that meet high school graduation requirements and earn college credit. Sixty incoming ninth graders who applied and interviewed were accepted into one of the two inaugural cohorts. Early College students stay with their cohort all four years and take 46.5 general education college units that are transferable to the CSU's and the UC's. Students can also take a few more classes and complete an A.A. degree by the time they graduate from high school. Additionally, our Advanced Placement (AP) program continues to grow as students access the current 25 Advanced Placement (AP) course offerings with 4 new courses offered during the 2024-2025 school year.

Our nine highly specialized Career and Technical Education (CTE) pathways offer students hands on experience in state of the art facilities with industry level equipment and possible certification. Our CTE pathways include Advanced Manufacturing, Audiovisual Technology, Biotechnology, Construction Technology, Culinary Arts, Film and Television, Game Programming, Mechatronics & Robotics and Plastics Engineering. In addition to their courses, our students take part in regional, state and national competitions provided through Skills USA as well as district sponsored paid internships in the summer.

In the 2023-24 school year, Warren launched its Junior Reserve Officers' Training Corps (JROTC) program. This program provides our students with citizenship and leadership development by focusing on essential learning skills to compete in the global workforce. The JROTC program helps students learn to act with integrity and accountability, develop leadership skills, make decisions that promote positive social, emotional, and physical health, and graduate prepared to excel in post-secondary and career pathways. There is no obligation for JROTC students to commit to serving in the military. Within only a short time that the JROTC program has been active at Warren, the JROTC students have made significant accomplishments. A few to note are the JROTC students received recognition for being the first program in the country to complete an Artificial Intelligence course from The Coding School, they presented colors at SoFi Stadium at the Downey vs. Warren football game, and they led the Downey Christmas Parade as flag bearers.

2023-24 School Description and Mission Statement

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 continues to grow year after year with 14% of Warren students enrolled in AVID and a 100% acceptance rate to four-year colleges and universities for seniors completing the program last year. 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-seven different athletic teams for boys and girls. Students at Warren have the opportunity to participate in award winning fine arts programs which include a competitive Marching Band and Color Guard program, vocal and instrumental music, art, as well as theatre and dance. The school has a dynamic student activities program which includes over 50 clubs, most of which are service focused clubs. We work hard at Warren to make sure there is a program or club that every student can connect to and we encourage students to explore the various courses until they find their passion.

If you have any questions or are interested in making an appointment to discuss this report, please call our school.

Cari White, Ed.D.
Warren High Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	965
Grade 10	913
Grade 11	808
Grade 12	751
Total Enrollment	3,437

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.4%
American Indian or Alaska Native	0%
Asian	1.3%
Black or African American	3.9%
Filipino	0.5%
Hispanic or Latino	89.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.5%
White	3.9%
English Learners	9.6%
Foster Youth	0.6%
Homeless	0.5%
Socioeconomically Disadvantaged	71.4%
Students with Disabilities	12.5%

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)	119.60	83.67	821.10	85.02	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	2.10	6.00	0.62	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	16.50	11.56	88.60	9.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.14	10.40	1.09	12115.80	4.41
Unknown	3.60	2.52	39.50	4.09	18854.30	6.86
Total Teaching Positions	143.00	100.00	965.80	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)	124.00	84.37	865.90	87.35	234405.20	84.00
Intern Credential Holders Properly Assigned	2.70	1.86	8.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.30	6.36	52.10	5.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	1.52	8.40	0.85	11953.10	4.28
Unknown	8.60	5.88	56.10	5.67	15831.90	5.67
Total Teaching Positions	147.00	100.00	991.30	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	0.00	0.00
Misassignments	16.50	9.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	16.50	9.30

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	0.20	1.20
Total Out-of-Field Teachers	0.20	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)	11.5	6.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.7	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 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.

Year and month in which the data were collected

10/03/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature and Language Arts: Third Course, Holt, Rinehart, & Winston adopted in 2003	Yes	0
	Literature and Language Arts: Fourth Course, Holt, Rinehart, & Winston adopted in 2003		
	Literature and Language Arts: Fifth Course, Holt, Rinehart, & Winston adopted in 2003		
	Literature and Language Arts: Sixth Course, Holt, Rinehart, & Winston adopted in 2003		
Mathematics	HMH Integrated Math 1, California Student Edition, adopted in 2015	Yes	0
	HMH Integrated Math 2, California Student Edition, adopted in 2015		
	HMH Integrated Math 3, California Student Edition, adopted in 2015		
Science	Biology, McDougal Littell adopted in 2007	Yes	0
	Chemistry: Matter and Change, Glencoe/McGraw-Hill adopted in 2007		
	Physics: Principles and Problems, Glencoe adopted in 2007		
History-Social Science	World History: Patterns of Interaction, McDougal Littell adopted in 2006	Yes	0
	American Anthem (U.S. History), Holt adopted in 2006		
	Magruder's American Government, Prentice Hall adopted in 2006		
	Economics: Principles in Action, Prentice Hall adopted in 2006		
Foreign Language	McGraw Hill, Study Sync, California Edition 6th -12th grade adopted 2022	Yes	0
	Vista Higher Learning, Descubre, Level 1-3 adopted 2015 Vista Higher Learning, Mosaik, Level 1-3 adopted 2015 Vista Higher Learning, D'Accord, Level 1-3 adopted 2015		

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

6/21/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			R5: Air conditioning unit not working, WO 133643 / Bad electrical ballast needs replacing WO 133644
Interior: Interior Surfaces	X			E10: Water marks on ceiling tiles - WO 133692 / Electrical ballast needs replacement WO 134215 E14: Ceiling tiles need replacement WO 133696 E7: Ceiling tiles need replacement WO 133696 E9: Ceiling tiles need replacement WO 133696 L201: Ceiling tiles need replacement WO 133542 O1: Crackedceiling tiles need replacement WO134162 / Bad ballast WO 134160 R2: Ceiling tiles need replacement, WO133696 STADIUM HOME SIDE: Restroom and coach's office need ceiling tile replacement WO134212 V2: Several ceiling tiles show water marks, need replacment WO133693
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			L102: Replace bad electrical ballast WO 133542 L109: Replace 2 electrical ballasts WO 133542 O1: Crackedceiling tiles need replacement WO134162 / Bad ballast WO 134160 O2: Electric ballast needs replacement, WO134160 OFFICE: Music room needs ballasts replaced WO133995 Q3: Lighting fixture and bad ballast needs replacement WO133645

School Facility Conditions and Planned Improvements

				R5: Air conditioning unit not working, WO 133643 / Bad electrical ballast needs replacing WO 133644
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 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)	58	69	47	50	47	46
Mathematics (grades 3-8 and 11)	22	22	31	34	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	769	744	96.75	3.25	68.82
Female	379	367	96.83	3.17	74.11
Male	390	377	96.67	3.33	63.66
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	31	28	90.32	9.68	53.57
Filipino	--	--	--	--	--
Hispanic or Latino	682	662	97.07	2.93	69.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	35	94.59	5.41	60.00
English Learners	60	48	80.00	20.00	20.83

Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	573	557	97.21	2.79	66.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	96	95.05	4.95	14.58

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	769	750	97.53	2.47	21.60
Female	379	368	97.10	2.90	20.11
Male	390	382	97.95	2.05	23.04
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	31	28	90.32	9.68	3.57
Filipino	--	--	--	--	--
Hispanic or Latino	682	667	97.80	2.20	21.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	36	97.30	2.70	16.67
English Learners	60	58	96.67	3.33	1.72
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	573	562	98.08	1.92	18.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	95	94.06	5.94	1.05

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)	19.95	26.58	23.78	26.73	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	1546	1524	98.58	1.42	26.51
Female	746	735	98.53	1.47	25.31
Male	799	788	98.62	1.38	27.66
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	54.55
Black or African American	68	66	97.06	2.94	7.58
Filipino	--	--	--	--	--
Hispanic or Latino	1362	1344	98.68	1.32	26.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	69	67	97.10	2.90	23.88
English Learners	119	113	94.96	5.04	0.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1104	1091	98.82	1.18	23.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	193	185	95.85	4.15	2.16

2022-23 Career Technical Education Programs

Downey Unified operates 25 Career Technical Education pathways. The following are listed by industry sector and are offered at both high schools unless otherwise indicated in parentheses. Pathways offered under the Arts, Media, & Entertainment industry sector include: Animation (WHS), Dance/Choreography (DHS), Film & Video Production (WHS), Graphic Design (DHS), Photography & Digital Imaging (DHS), Multimedia Video Production (DHS), and Audiovisual Technologies (WHS). In the Building & Construction Trades industry sector, we offer Residential and Commercial Construction (WHS). In the Engineering & Architecture sector, both WHS and DHS offer an Engineering pathway. In the Education & Family Services sector, we offer Principles of Education (DHS). In the Fashion and Interior Design sector, we offer Personal Services: Makeup Artistry (CHS, DHS and WHS). Within the Health Science & Medical Technology sector, we offer Biomedical Science (DHS), Patient Care: Sports Medicine (DHS), Biomedical (DHS) and Biotechnology (WHS). In the Hospitality, Tourism & Recreation sector, we offer Culinary Arts (WHS) and Food Science Dietetics and Nutrition (DHS). Within the Information & Communication Technologies sector, we offer Computer Science: Game Programming (WHS, DHS). In the Manufacturing & Product Development sector, we offer Machining and Forming/Advanced Manufacturing (WHS, DHS), Plastics Engineering & Sustainability (WHS), Mechatronics (WHS), and Welding and Materials Joining (CHS). Within the Public Services sector, we offer Law Enforcement (DHS). In the Transportation sector, we offer Automotive Technologies: Maintenance and Light Repair (DHS) and Alternative Fuels Service Technician (DHS).

All the courses offered are conducted by Downey Unified and every pathway consists of a two or three-course sequence that ends in a capstone. The following pathways are two-course sequenced:

Alternative Fuels Service Technician, Audiovisual Technologies, Automotive Technologies: Maintenance and Light Repair, Biotechnology, Computer Science: Game Programming, Engineering (WHS), Culinary Arts, Food Science Dietetics and Nutrition, Graphic Design, Machining and Forming/Advanced Manufacturing, Mechatronics, Multimedia Video Production, Patient Care: Sports Medicine, Personal Services: Makeup Artistry, Photography & Digital Imaging, Plastics Engineering & Sustainability, Principles of Education, Welding and Materials Joining.

The following pathways are three-course sequenced: Animation, Dance/Choreography, , Film & Video Production, Residential and Commercial Construction, and Biomedical Science. The following pathway is four-course sequenced: Engineering (DHS). Our District partners and an advisory group consisting of the following:

Consultants: Bayha Group- Education, Resource Development; Carrot-STEM Consultant; 2 CPR Group-Arts, Media & Entertainment; 2 Degree Shift-Pathway and Publication Development, Ryan Zervakos-LinkedIn Consultant.

Industry Advisors: Matt Newman-Orange Coast College, Arts, Media, and Entertainment/Game Design; Dave Pruiksma-Disney Animator, Arts, Media & Entertainment; Ben Dickow- Columbia Memorial Space Center, Aerospace & Engineering; Joseph Valerio-Avixa, Audio- Visual Industry; Colleen McKinley-Cerritos College, Educational Partnerships and Programs; Carla Yorke-Cerritos College, Dual Enrollment and Articulation; Dr. Cordelia Ontiveros-Cal Poly Pomona, Engineering; Jeffrey Scott-Southwest Regional Council of Carpenters, Residential and Commercial Construction; Evangelina Rosales-Licensed Esthetician/Cosmetologist, Fashion and Interior Design; Tenesha Scott-Kaiser Permanente Watts Counseling and Learning Center, Health, Science & Medical Technology; Michelle Cardoza-Embassy Suites, Hospitality, Tourism & Recreation; Dan Murray-Law Enforcement; Kevin Kendall-Law Enforcement; and Yolanda Castro-Workforce Development Board, Southeast Los Angeles (SELACO).

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2299
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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	98.95
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	60.26

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
Grade 9	0%	0%	0%	0%	0%

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

We have numerous ways for parents and community members to participate and partner with Warren High. Staff members, community members, and parents participate in various organizations that give input and 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 in one or more of the following organizations:

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

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

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	2.9	1.9	1.2	4.2	3	1.9	9.4	7.8	8.2
Graduation Rate	95.5	94.4	96.6	94.2	94.2	95.4	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	764	738	96.6
Female	362	351	97.0
Male	401	386	96.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	14	14	100.0
Black or African American	36	34	94.4
Filipino	--	--	--
Hispanic or Latino	672	649	96.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	29	28	96.6
English Learners	73	62	84.9
Foster Youth	11	9	81.8
Homeless	22	19	86.4
Socioeconomically Disadvantaged	622	600	96.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	98	88	89.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3664	3557	950	26.7
Female	1769	1721	492	28.6
Male	1892	1833	458	25.0
Non-Binary	3	3	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	47	47	5	10.6
Black or African American	158	149	44	29.5
Filipino	17	16	2	12.5
Hispanic or Latino	3269	3179	847	26.6
Native Hawaiian or Pacific Islander	11	10	3	30.0
Two or More Races	19	19	5	26.3
White	142	136	44	32.4
English Learners	377	360	127	35.3
Foster Youth	29	27	8	29.6
Homeless	27	23	13	56.5
Socioeconomically Disadvantaged	2659	2568	752	29.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	488	456	159	34.9

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	0.14	5.15	5.13	0.06	3.33	3.70	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	5.13	0
Female	3.39	0
Male	6.77	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.13	0
Black or African American	13.29	0
Filipino	0	0
Hispanic or Latino	4.96	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.82	0
English Learners	9.28	0
Foster Youth	3.45	0
Homeless	11.11	0
Socioeconomically Disadvantaged	5.68	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.81	0

2023-24 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. Using a Raptor System, visitors are required to check in at the front office; their state ID card is scanned, cleared and the guest is given a visitor's pass with their picture on it. 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, lockdown 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 is updated annually.

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	25	50	99	6
Mathematics	27	33	85	10
Science	26	33	49	6
Social Science	27	19	78	5

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	27	39	44	54
Mathematics	29	26	28	59
Science	30	15	23	34
Social Science	28	29	10	57

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	26	33	106	3
Mathematics	27	21	96	6
Science	28	13	65	0
Social Science	27	15	87	1

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	381.89

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)	9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	16390.85	4972.70	11418.15	113166.82
District	N/A	N/A	7844.10	\$103,042
Percent Difference - School Site and District	N/A	N/A	37.1	9.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	40.1	22.1

Fiscal Year 2022-23 Types of Services Funded

Students with academic needs are provided support before, during, and after school. Title I funds are utilized to provide targeted academic intervention in the core academic areas of English Language Arts and Mathematics. Title III funds are utilized to provide targeted support for our English Learners in acquiring English and reading and writing. LCAP funds are utilized to provide additional in-class support, academic enrichment, and opportunities for students to extend their learning after school.

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	\$61,066	\$55,550
Mid-Range Teacher Salary	\$96,022	\$84,645
Highest Teacher Salary	\$125,004	\$111,284
Average Principal Salary (Elementary)	\$142,243	\$139,860
Average Principal Salary (Middle)	\$144,714	\$146,440
Average Principal Salary (High)	\$162,737	\$158,447
Superintendent Salary	\$307,421	\$278,268
Percent of Budget for Teacher Salaries	35.88%	32.21%
Percent of Budget for Administrative Salaries	3.69%	4.89%

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	20.8
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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	12
Fine and Performing Arts	3
Foreign Language	0
Mathematics	5
Science	4
Social Science	19
Total AP Courses Offered Where there are student course enrollments of at least one student.	44

Professional Development

“Secondary Education has identified three professional development priorities for our schools this year: Excellence in Teaching and Learning, Student and Staff Wellness, and Teacher Collaboration and Learning. All of our professional development aligns with our District Equity Plan and centers around these three priorities (Excellence in Teaching and Learning, Student Staff Wellness, and Teacher Collaboration and Learning). The following is a list of our professional development foci:

- Implement a robust technology integration model that utilizes one-to-one device instruction to facilitate engagement and provide opportunities for small-group interventions.
- Support Professional Learning Communities (PLCs) in aligning essential standards for all core areas providing a guaranteed and viable curriculum to ensure equity for all students.
- Implement a multi-faceted approach to Academic Interventions that would include Tier 1 (during-the-period strategies from the classroom teacher) and Tier 2 strategies (intensive intervention strategies that occur outside of the classroom period).
- Implement social-emotional learning (SEL) approaches that would continue to utilize Capturing Kids Hearts Strategies as well as select curriculum resources to support student’s social competencies necessary for academic and life success such as resiliency, self-management, and responsible decision-making.
- Support the middle school categorical teachers, high school instructional site coaches and Technology Teacher Leaders (TTLs) by providing training to enable them to coach their staff on technology integration best practices that will further foster the PLC process.
- Strengthen our inclusive practices by continuing to build capacity within our teachers in the co-teaching model to ensure success for all students in our rigorous graduation requirements. Strengthen our push-in model by training our Senior Instructional Assistants.
- Provide all teachers with awareness of English Language Development (ELD) strategies to support our multilingual learners within the four domains of Reading, Writing, Listening, and Speaking.
- Provide all teachers with an understanding of the DUSD Equity Plan that supports and provides resources to improve our practices in acknowledging and addressing issues of safety, inequality, discrimination, accountability, and systemic racism within our school system and community.
- Train and support teachers in newly adopted instructional materials in ELA and Social Studies.

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	14	63	81