

Warren High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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
Grade Span	8-12
County-District-School (CDS) Code	19 64451 1939164

2025-26 District Contact Information

District Name	Downey Unified School District
Phone Number	(562) 469-6500
Superintendent	Roger Brossmer, Ed.D.
Email Address	webadmin@dusd.net
District Website	www.dusd.net

2025-26 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 20 college classes with more options added each semester. Warren is in year three of 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. Incoming

2025-26 School Description and Mission Statement

ninth graders apply, interview, and sixty students are accepted into one of the two cohorts. Early College students stay with their cohort all four years and take 43.5 general education college units so they earn their Cal-GETC Certification that is 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 27 Advanced Placement (AP) course offerings with 2 new courses offered during the 2025-2026 school year. Over thirty percent of Warren students are enrolled in an AP class which has resulted in our 2nd year of the AP Honor Roll Award for access.

Our twelve 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 Engineering: Manufacturing, Audiovisual Technology, Biotechnology, Construction Technology, Culinary Arts, Film and Television, Game Programming, Engineering: Mechatronics, Sports Medicine, Fire Science, Careers in Education, and Music Production.

.3. 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.

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 98% 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	941
Grade 10	885
Grade 11	932
Grade 12	851
Total Enrollment	3,609

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.7
Male	51.1
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	1.5
Black or African American	4.1
Filipino	0.4
Hispanic or Latino	89.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.7
White	3.9
English Learners	7.5
Foster Youth	0.4
Homeless	2.9
Socioeconomically Disadvantaged	80
Students with Disabilities	13.4

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.

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	84.37	865.9	87.35	234405.2	84
Intern Credential Holders Properly Assigned	2.7	1.86	8.6	0.87	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.3	6.36	52.1	5.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	1.52	8.4	0.85	11953.1	4.28
Unknown/Incomplete/NA	8.6	5.88	56.1	5.67	15831.9	5.67
Total Teaching Positions	147	100	991.3	100	279044.8	100

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.

2022-23 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)	130.6	87.71	887.5	86.91	231142.4	83.24
Intern Credential Holders Properly Assigned	2.4	1.62	8.8	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.6	9.82	112.8	11.05	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	0.35	8.1	0.8	11746.9	4.23
Unknown/Incomplete/NA	0.7	0.48	3.8	0.38	14303.8	5.15
Total Teaching Positions	148.9	100	1021.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	126	83.72	888.8	86.35	230039.4	100
Intern Credential Holders Properly Assigned	0.3	0.25	9.3	0.9	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	20.5	13.66	101	9.81	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.2	0.61	12112.8	4.34
Unknown/Incomplete/NA	3.5	2.36	23.8	2.32	13705.8	4.91
Total Teaching Positions	150.5	100	1029.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	9.30	14.6	20.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	9.30	14.6	20.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	1.20	0.5	0
Total Out-of-Field Teachers	2.20	0.5	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.7	11.1	14.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.3	1.8

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

2025-26 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

09/09/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature and Language Arts: Third Course, Holt, Rinehart, & Winston adopted in 2003 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	0
Mathematics	HMH Integrated Math 1, California Student Edition, adopted in 2015 HMH Integrated Math 2, California Student Edition, adopted in 2015 HMH Integrated Math 3, California Student Edition, adopted in 2015	0
Science	Biology, McDougal Littell adopted in 2007 Chemistry: Matter and Change, Glencoe/McGraw-Hill adopted in 2007 Physics: Principles and Problems, Glencoe adopted in 2007	0
History-Social Science	World History: Patterns of Interaction, McDougal Littell adopted in 2006 American Anthem (U.S. History), Holt adopted in 2006	0

	<p>Magruder's American Government, Prentice Hall adopted in 2006</p> <p>Economics: Principles in Action, Prentice Hall adopted in 2006</p>	
Foreign Language	<p>McGraw Hill, Study Sync, California Edition 6th -12th grade adopted 2022</p> <p>Vista Higher Learning, Descubre, Level 1-3 adopted 2015</p> <p>Vista Higher Learning, Mosaik, Level 1-3 adopted 2015</p> <p>Vista Higher Learning, D'Accord, Level 1-3 adopted 2015</p>	0

Note: Cells with N/A values do not require data.

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

7/23/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			E10: L204: O1:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains:	X			

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				CAFÉ: Toilet leaking from floor Work Order 193292 STADIUM 201-2: Toilet not flushing Work Order 193165
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			U5: Blinds not working Work Order 193262

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	70	72	52	55	47	48
Mathematics (grades 3-8 and 11)	25	36	37	41	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	899	887	98.67	1.33	72.43
Female	448	442	98.66	1.34	76.82
Male	451	445	98.67	1.33	68.09
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	75.00
Black or African American	33	32	96.97	3.03	84.38
Filipino	--	--	--	--	--
Hispanic or Latino	808	799	98.89	1.11	72.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	28	27	96.43	3.57	66.67
English Learners	63	59	93.65	6.35	25.86
Foster Youth	--	--	--	--	--
Homeless	38	37	97.37	2.63	56.76
Military	--	--	--	--	--
Socioeconomically Disadvantaged	704	697	99.01	0.99	70.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	104	94.55	5.45	36.54

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	897	874	97.44	2.56	36.04
Female	446	433	97.09	2.91	34.41
Male	451	441	97.78	2.22	37.64
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	61.54
Black or African American	33	33	100.00	0.00	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	806	784	97.27	2.73	36.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	37.04
English Learners	63	59	93.65	6.35	8.47
Foster Youth	--	--	--	--	--
Homeless	38	37	97.37	2.63	18.92
Military	--	--	--	--	--

Socioeconomically Disadvantaged	702	683	97.29	2.71	33.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	103	93.64	6.36	10.68

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.56	32.29	27.95	32.39	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2642	2608	98.71	1.29	31.13
Female	1304	1288	98.77	1.23	32.07
Male	1334	1316	98.65	1.35	30.32
American Indian or Alaska Native	--	--	--	--	--
Asian	37	36	97.30	2.70	41.67
Black or African American	105	105	100.00	0.00	21.90
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	2375	2347	98.82	1.18	31.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	26.32
White	88	83	94.32	5.68	32.53
English Learners	166	160	96.39	3.61	2.50
Foster Youth	--	--	--	--	--
Homeless	90	90	100.00	0.00	28.89
Military	--	--	--	--	--
Socioeconomically Disadvantaged	2112	2083	98.63	1.37	28.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	329	309	93.92	6.08	7.12

2024-25 Career Technical Education Programs

Downey Unified operates 25 distinct Career Technical Education pathways. All the courses offered are conducted by Downey Unified and every pathway consists of a two-course sequence that ends in a capstone. The following are listed by industry sector. Pathways offered under the Arts, Media, & Entertainment industry sector include: Dance/Choreography (DHS), Film & Video Production (WHS), Graphic Design (DHS), Music and Audio Production (WHS), Photography & Digital Imaging (DHS), and Multimedia Video Production (DHS). In the Building & Construction Trades industry sector, we offer Residential and Commercial Construction (WHS). In the Business and Finance industry sector, DHS offers Business Management. In the Engineering & Architecture sector, we offer Engineering Design (DHS) and Engineering Technology (WHS). In the Education & Family Services sector, we offer Principles of Education (DHS, WHS). 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, WHS), and Biotechnology (DHS, 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), and Audiovisual Technologies (WHS). In the Manufacturing & Product Development sector, we offer Machining and Forming/Advanced Manufacturing (WHS, DHS), Mechatronics (WHS), and Welding and Materials Joining (CHS, DHS, and WHS). In the Public Services sector, we offer Fire Science (WHS). In the Transportation sector, we offer Automotive Technologies: Maintenance and Light Repair (DHS) and Alternative Fuels Service Technician (DHS).

2024-25 Career Technical Education Programs

Our District partners and an advisory group consisting of the following:

Consultants: 2 CPR Group-Arts, Media & Entertainment

Industry Advisors: Jeffrey Scott-Southwest Regional Council of Carpenters, Residential and Commercial Construction; Josh Friedman-One Zero Digital Media, Arts, Media, and Entertainment; Tonya Hylton-Save the Music Foundation, Arts, Media, and Entertainment; Kelsey Conley-Fresh Films, Arts, Media, and Entertainment; Nathan Brown-Wacom Technology, Arts, Media, and Entertainment; Brenda Brown-Synaudcon, Arts, Media, and Entertainment; Ronald Coleman-Lifeline Cell Technology, Health Science and Medical Technology; Steve Ward-Dream Catcher, Information and Communication Technologies; and Lynn Stewart-Cyberforward, Information and Communication Technologies.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1376
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	19.6

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.2
Graduates Who Completed All Courses Required for UC/CSU Admission	68.67

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	95.3	95.1	96.4	95.4	95.2

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.

2025-26 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)
- Band & Color Guard Booster Club

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.2	1.9	2	1.9	2.2	1.9	8.2	8.9	8
Graduation Rate	96.6	95.3	96.5	95.4	95.7	96.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	861	831	96.5
Female	447	431	96.4
Male	411	397	96.6
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	13	12	92.3
Black or African American	35	35	100.0
Filipino	--	--	--
Hispanic or Latino	770	744	96.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	33	30	90.9
English Learners	96	76	79.2
Foster Youth	--	--	--
Homeless	53	51	96.2
Socioeconomically Disadvantaged	723	701	97.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	107	94	87.9

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3777	3710	885	23.9
Female	1824	1805	466	25.8
Male	1949	1901	418	22.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	54	54	7	13.0
Black or African American	160	155	49	31.6
Filipino	14	14	1	7.1
Hispanic or Latino	3356	3302	761	23.0
Native Hawaiian or Pacific Islander	12	--	--	--
Two or More Races	28	27	12	44.4
White	151	147	47	32.0
English Learners	303	294	105	35.7
Foster Youth	20	15	7	46.7
Homeless	137	134	53	39.6
Socioeconomically Disadvantaged	3028	2969	755	25.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	512	497	167	33.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.13	3.79	4.08	3.7	3.15	3.1	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.03	0	0	0.01	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.08	0.00
Female	1.92	0.00
Male	6.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.13	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.58	0.00
Native Hawaiian or Pacific Islander	25.00	0.00
Two or More Races	3.57	0.00
White	5.96	0.00
English Learners	4.62	0.00
Foster Youth	15.00	0.00
Homeless	7.30	0.00
Socioeconomically Disadvantaged	4.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.84	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	96	14
Mathematics	28	20	95	7
Science	28	9	70	9
Social Science	29	10	81	17

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	28	104	12
Mathematics	29	17	85	19
Science	29	10	60	15
Social Science	28	17	73	22

2024-25 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	385.67

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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	3
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$19,624	\$7,856	\$11,768	\$120,207
District	N/A	N/A	\$12,023	\$120,534
Percent Difference - School Site and District	N/A	N/A	-2.1	-0.3
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	5.4	18.0

Fiscal Year 2024-25 Types of Services Funded

Students with identified academic needs are provided targeted support before, during, and after the instructional day. Title I funds are used to provide focused academic interventions in core subject areas. Title III funds provide resources for multilingual learners in developing English language proficiency and meeting grade-level standards across core content areas. In addition, LCAP Supplemental and Concentration funds are utilized to strengthen in-class academic support, expand extended and applied learning opportunities, provide social-emotional and behavioral supports, and extend learning beyond the traditional school day.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$70,532	\$60,863
Mid-Range Teacher Salary	\$110,905	\$93,575
Highest Teacher Salary	\$144,379	\$125,548
Average Principal Salary (Elementary)	\$164,291	\$157,645
Average Principal Salary (Middle)	\$167,145	\$165,341
Average Principal Salary (High)	\$187,962	\$182,580
Superintendent Salary	\$357,936	\$357,064
Percent of Budget for Teacher Salaries	32.61%	30.36%
Percent of Budget for Administrative Salaries	3.45%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	23.8
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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	1
English	9
Fine and Performing Arts	3
Foreign Language	0
Mathematics	7
Science	7
Social Science	25
Total AP Courses Offered Where there are student course enrollments of at least one student.	57

Professional Development

Secondary Education has identified three core professional development priorities for all schools: Excellence in Teaching and Learning, Student and Staff Wellness, and Teacher Collaboration and Learning. All staff development efforts are intentionally designed to support these priorities and strengthen instructional practices across all campuses.

To advance Excellence in Teaching and Learning, educators engage in ongoing professional development that emphasizes effective instructional design, purposeful checks for understanding, and the use of small group instruction to address diverse learner needs. Teachers receive training on strategies to monitor student progress and implement timely reteaching when needed.

A major focus of staff development includes technology integration and digital learning. Teachers participate in targeted professional development on instructional technology tools, classroom applications, and one to one device integration. These trainings ensure that teachers are equipped to:

- Use technology intentionally to enhance instruction,
- Support students in building digital literacy and academic technology skills,
- Facilitate differentiated learning through small group digital tools,
- Leverage platforms that offer immediate feedback to check for understanding, and
- Integrate digital resources that increase engagement and access for all learners.

Teachers engage in continuous improvement through Professional Learning Communities (PLCs). PLCs collaborate to identify essential standards, analyze student work, and develop a guaranteed and viable curriculum across all core content areas. This collaborative structure ensures instructional coherence and equity for all students.

To support students needing additional academic assistance, the district implements a multi tiered approach to intervention.

- Tier 1 interventions occur during regular instructional periods and include core classroom strategies, differentiation, and flexible grouping.
- Tier 2 interventions provide more targeted support outside of the classroom period through intensive, research based programs and teacher led interventions.

In alignment with the priority of Student and Staff Wellness, campuses continue to implement Social Emotional Learning (SEL) practices using Capturing Kids’ Hearts strategies and selected SEL curriculum resources. Professional development in this area prepares staff to help students develop resiliency, self management, responsible decision-making, and other competencies essential for academic and life success.

Teachers also participate in professional development focused on English Language Development (ELD). Training emphasizes the integration of designated and integrated ELD strategies across the four literacy domains: reading, writing, listening, and speaking. This work supports multilingual learners in making progress toward reclassification and successful participation in rigorous secondary coursework.

To strengthen inclusive practices and ensure access for all students, the district continues to build capacity in co teaching

Professional Development

teams. General education and special education teachers collaborate to plan and deliver instruction that supports students in meeting rigorous graduation requirements. Senior Instructional Assistants also receive targeted training to enhance the effectiveness of the push in model.

Additionally, staff development includes work aligned with the district’s comprehensive TK 12 Visual and Performing Arts (VAPA) Strategic Plan, which outlines goals, timelines, and resources to expand and strengthen arts instruction across all grade levels.

All staff receive ongoing training and updates aligned to the DUSD Equity Plan. These sessions support educators in recognizing, addressing, and preventing issues related to safety, inequality, discrimination, systemic racism, and accountability. This work reinforces the district’s commitment to providing safe, inclusive, and culturally responsive learning environments for all students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	81	76	66