

# Warner Elementary

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Warner Elementary
<b>Street</b>	30951 Highway 79
<b>City, State, Zip</b>	Warner Springs, CA 92086-0008
<b>Phone Number</b>	(760) 782-3517
<b>Principal</b>	David MacLeod
<b>E-mail Address</b>	David.MacLeod@warnerusd.net
<b>Web Site</b>	www.warnerusd.net
<b>CDS Code</b>	37 75416 6040661

<b>District Contact Information</b>	
<b>District Name</b>	Warner Unified School District
<b>Phone Number</b>	(760) 782-3517
<b>Superintendent</b>	David MacLeod
<b>E-mail Address</b>	David.MacLeod@warnerusd.net
<b>Web Site</b>	www.warnerusd.net

### **School Description and Mission Statement (School Year 2017-18)**

Warner's Preschool, Elementary, Junior/High School and District Office is all on the same site. The elementary school consists of 9 classrooms, a computer lab, and a library. There is also a district cafeteria, psychologist office, SPED office and preschool in the same buildings. Warner's elementary teachers collaborate with each other on a consist basis. They work on individualized learning for each and every student. The district supports this vision by keeping class size as low as possible.

Warner's leadership team is that of a committee-of-the-whole. We are committed to each student's success and, through weekly collaboration, each staff member feels a sense of importance and value. The superintendent as well as multiple teachers greet the students each morning as the buses arrive. The superintendent visits classes as often as possible and has a much utilized open door policy to students, staff, and parents.

#### **Mission Statement**

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

#### **Vision Statement**

We Believe In:

Encouraging everyone to reach their personal potential;

Keeping a positive attitude and a sense of humor;

Personal responsibility;

Being polite and honest.

We Believe That:

Self-motivation leads to knowledge, fulfillment, and healthier lives

The learning experience must be nurturing, positive, and safe.

#### **Student Learner Outcomes**

Warner Unified School District graduates will be expected to:

Be Responsible Citizens

Be Self-Directed Learners and Critical Thinkers

Use Technology Safely and Respectfully

Work Collaboratively in a Team

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	18
Grade 1	13
Grade 2	8
Grade 3	11
Grade 4	10
Grade 5	9
Grade 6	6
<b>Total Enrollment</b>	<b>75</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	33.3
Asian	2.7
Filipino	0
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	0
White	24
Two or More Races	4
Socioeconomically Disadvantaged	80
English Learners	21.3
Students with Disabilities	6.7
Foster Youth	0

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	5	
Without Full Credential	1	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 08/01/2018

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark 2018	Yes	0
Mathematics	Houghton Mifflin Harcourt– GO Math! (K-6) 2014	Yes	0
Science	Houghton Mifflin– California Science 2007	Yes	0
History-Social Science	Macmillan/McGraw Hill– California Vistas 2007	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

Warner School was established in 1940. Initially, it consisted of a single building. Today, the school district is unified as an elementary, middle and high school. There are a total of 24 classrooms, 20 of which are permanent buildings, and four portable buildings. The four portable buildings were constructed in 1996. Warner also has a cafeteria, a multi-purpose room, and two libraries; one for the high school and one for the elementary school. The high school campus school is equipped with a mechanic/wood shop, a science laboratory, and an agriculture facility. Warner Unified School District also has a district office.

Across the highway in the community park, there is a community resource center. Custodial, grounds keeping, and maintenance staff maintain the district's facilities in spite of limited resources. Classrooms, restrooms, the kitchen, and cafeteria are cleaned daily. The maintenance staff tries to prioritize school needs as best as possible. A system of work orders is utilized to maximize the efficiency of the staff. Beginning with the 2015-2016 school year, a full-time facilities position was established by the district to supplement the current maintenance staff in completing needed facilities repairs.

The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects. For the current 2017-18 school year, the district's governing board has not approved deferred maintenance projects for the school district but is in the process of taking inventory of deferred maintenance projects and updating its plan. When completed, the plan will then be available for review at the district office or on the Internet at [www.warnerusd.net](http://www.warnerusd.net).

The Warner Unified School District has contracted with the San Diego County Office of Education (SDCOE) Facilities group to assist in prioritizing and implementing a Major Maintenance Plan and a Deferred Maintenance Plan. The District has recently replaced two roofs and has repaired an issue with gym flooring. The District has supplemented the Proposition 39 funding by purchasing all new ballasts and bulbs for all buildings on campus. The Prop 39 implementation will take place this year and will be used to upgrade HVAC.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 02/01/2018</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		The District’s HVAC systems are aging and in need of repair and replacement. The District intends to utilize Prop 39 funding from the 2017-2018 school year to replace some of the older HVAC equipment. In the meantime, the district is repairing equipment as trouble arises.
<b>Interior:</b> Interior Surfaces			X	Repairs needed: Stained ceiling tiles and broken floor tiles and window coverings. These will be added to our list of priority repairs in the District’s maintenance plan. After replacement, ceiling tiles will be monitored for signs of new stains and roof fixes will be made as necessary. The District has contracted with the SDCOE Facilities group for help in managing facilities and maintenance issues.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		The District maintains daily custodial staff across the campus.
<b>Electrical:</b> Electrical			X	The areas of concern include battery backups on Exit signage, missing light fixture covers and light switch covers, and inaccessible electric boxes. These deficiencies will be addressed in the District’s maintenance plan and placed on a priority list for repair over the spring and summer breaks.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains			X	The deficiencies are in proper care and maintenance of toilets, urinals, and sinks. The district will address the issues with changes to cleaning products and added supervision of students to prevent damage to the restroom equipment.
<b>Safety:</b> Fire Safety, Hazardous Materials		X		The District has stored large quantities of technology waste as well as other potentially hazardous materials. The District has contacted a specialist to identify our removal needs and create a plan for proper disposal.
<b>Structural:</b> Structural Damage, Roofs		X		The District has several roofs which are in need of repair and in some cases replacement, including several of the Elementary classrooms and the High School gym. The District will implement a long term plan to address the larger maintenance needs and the roofs will be top priority.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 02/01/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The areas of concern include battery backups on Exit signage, missing light fixture covers and light switch covers, and inaccessible electric boxes. These deficiencies will be addressed in the District's maintenance plan and placed on a priority list for repair over the spring and summer breaks.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 02/01/2018				
Overall Rating	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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	20	24	42	41	48	48
Mathematics (grades 3-8 and 11)	26	24	24	27	36	37

Note: 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	38	38	100	23.68
Male	22	22	100	13.64
Female	16	16	100	37.5
American Indian or Alaska Native	11	11	100	27.27

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Hispanic or Latino	14	14	100	14.29
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100	22.58
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	38	38	100	23.68
Male	22	22	100	22.73
Female	16	16	100	25
American Indian or Alaska Native	11	11	100	36.36
Asian	--	--	--	--
Hispanic or Latino	14	14	100	21.43
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100	22.58
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	44	40	50	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**

Note: 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.



## 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 for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Contact Person Name: David MacLeod, Superintendent/Principal

To Reach Contact Person: 760-782-3517

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

Parent Teachers' Community Club (PTCC)

- School Site Council
- Indian Advisory Committee
- Classroom assistance
- Special events

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State

### 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.6	6.9	3.3	4.7	1.4	0.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

Date Reviewed and Updated: December 2018

Date Discussed with School Faculty: February 2018

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

Also included are the following:

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

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	1			23		1		18	1		
1	17	1							13	1		
2	17	1			22		1					
3	16	1			17	1			19	1		
4	17	1							10	1		
5	23		1		25		1					
6	19	1			23		1		15	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	112
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.2	N/A
Social Worker	.2	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.67	N/A
Resource Specialist	0	N/A
Other		N/A

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

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$18,189	\$4,434	\$13,755	\$52,398
District	N/A	N/A	\$13,755	
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2016-17)

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

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,733	\$41,164
Mid-Range Teacher Salary	\$48,263	\$61,818
Highest Teacher Salary	\$63,323	\$84,567
Average Principal Salary (Elementary)	0	\$96,125
Average Principal Salary (Middle)	0	\$103,336
Average Principal Salary (High)	0	\$101,955
Superintendent Salary	\$120,000	\$126,855
Percent of Budget for Teacher Salaries	25%	32%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

The district recently increased the professional development days from 3 to 5 a year. We also provide early release on Wednesday to allow collaboration. The elementary has extra specialty classes like art, PE, and computer coding that allows the teachers extra prep time.