

# Warner Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Warner Elementary
Street	30951 Highway 79
City, State, Zip	Warner Springs, CA 92086-0008
Phone Number	(760) 782-3517
Principal	David MacLeod
Email Address	David.MacLeod@warnerusd.net
Website	www.warnerusd.net
County-District-School (CDS) Code	37 75416 6040661

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

## School Description and Mission Statement (School Year 2019-20)

Warner's Preschool, Elementary, Junior/High School and District Office are 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 consistent basis. They work on individualized learning for each and every student. The district supports this vision by keeping the 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 2018-19)**

Grade Level	Number of Students
Kindergarten	21
Grade 1	14
Grade 2	14
Grade 3	19
Grade 4	10
Grade 5	10
Grade 6	19
<b>Total Enrollment</b>	<b>107</b>

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	34.6
Filipino	0.9
Hispanic or Latino	35.5
White	19.6
Two or More Races	6.5
Socioeconomically Disadvantaged	81.3
English Learners	19.6
Students with Disabilities	9.3
Homeless	0.9

**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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	6	6	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark 2018	Yes	0
Mathematics	Houghton Mifflin Harcourt– GO Math! (K-6) 2014	Yes	0
Science	Benchmark 2018	Yes	0
History-Social Science	Benchmark 2018	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 new system of work orders is being utilized to maximize the efficiency of the staff. 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 2018-19 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 and with a facilities consultant 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 took place this year and was used to upgrade HVAC. Additionally, the District has done a 5-year maintenance on the Gym and Ag Building roofs.

### 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

**Year and month of the most recent FIT report:** 01/23/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	The District's older inefficient HVAC systems were replaced over the past year using Prop 39 money. The District has identified some issues with the design of the septic system and leach fields that were installed over 50 years ago. The district has had the septic system near the cafeteria scoped to identify issues which are compromising the system. The District has upgraded security through a camera system over recent years, but could use a full scale electronic security system to prevent potential theft and vandalism. Additionally, the District could use a central control for HVAC systems to assist with energy waste and high costs.
<b>Interior:</b> Interior Surfaces	Poor	Repairs needed: Stained ceiling tiles and broken floor tiles and window coverings. The district needs to look at replacing carpeting in the elementary. The District has made some upgrades to the interiors in the 5th-12th grade classes over the past year.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	The District maintains daily custodial staff to clean rooms daily. The District needs to do exclusion work in some spaces and work with staff to limit food in the classrooms.
<b>Electrical:</b> Electrical	Fair	The areas of concern include battery backups on Exit signage, missing light fixture covers and light switch covers, and inaccessible electric boxes. These deficiencies have been addressed in the District's maintenance plan and are being placed on a priority list for repair over the spring and summer breaks.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	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. The district does a good job of cleaning the restrooms daily.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	The District has done a lot to clean up years of stored paint, cleaning supplies and other potentially hazardous materials including left over oil from the expired oil recycling program. The District has posted no dumping oil signs to notify the community that the recycling program is no longer operating. This should curb the unwanted dropoff of oil and other chemicals. The district will continue its effort to refrain from storing large quantities of paint and chemicals and only order as needed for use.
<b>Structural:</b> Structural Damage, Roofs	Good	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. The District is having some of the roofs maintained this summer. The District has done a lot of work to paint and beautify the school in recent years.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The District needs to update playground area. Windows are in good working order but many could be updated to be more efficient. The District has several metal doors that are failing and should be replaced. Most importantly, the District needs to address multiple areas on the external part of the buildings where vermin or rodents may enter, specifically on the screens on all furnace vents and the skirting under the modular buildings.
<b>Overall Rating</b>	Fair	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	30	27	45	47	50	50
<b>Mathematics (grades 3-8 and 11)</b>	23	18	30	30	38	39

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.

Note: 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.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	60	100.00	0.00	26.67
Male	33	33	100.00	0.00	12.12
Female	27	27	100.00	0.00	44.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native	23	23	100.00	0.00	8.70
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00	0.00	35.00
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	41.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.00	0.00	17.39
English Learners	14	14	100.00	0.00	21.43
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100.00	0.00	18.03
Male	34	34	100.00	0.00	17.65
Female	27	27	100.00	0.00	18.52
Black or African American	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	24	24	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00	0.00	20.00
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	25.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	47	47	100.00	0.00	14.89
English Learners	14	14	100.00	0.00	7.14
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 2018-19)

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

Note: 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.

## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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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: 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.3	2.0	0.8	0.4	0.3	0.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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Date Reviewed and Updated: December 2019

Date Discussed with School Faculty: February 2019

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

Also included are the following:

- Evacuation for earthquake, fire, and flood
- Incident Command Response activities and responsibilities
- Lockdown 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	1							21		1	
1	13	1							14	1		
2					25		1		14	1		
3	19	1							19	1		
4	10	1			19	1						
5									20	1		
6	15	1			23		1		19	1		
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.8

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	21787	10112	11674	57865
District	N/A	N/A	11674	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	43.5	-11.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Supplemental programs and supplemental services provided through categorical funds are varied throughout the school. Most programs are multi-funded which gives Warner USD the flexibility to provide the most comprehensive services possible.

Services are directly delivered to students through a Reading Specialist, tutors, and paraprofessionals. Services are provided in before, during, and after school settings. Varied materials are purchased and used to meet the different student needs. Professional development is provided on an on-going basis to all personnel working with students.

The following is a list of services and programs funded with categorical programs:

- Teacher collaboration
- AVID
- Teacher Professional Development
- Professional Learning Community trainings/workshops
- Parent Participation

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$43,574
Mid-Range Teacher Salary	\$	\$63,243
Highest Teacher Salary	\$	\$86,896
Average Principal Salary (Elementary)	\$	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$	\$108,954
Superintendent Salary	\$	\$136,125
Percent of Budget for Teacher Salaries	24%	30%
Percent of Budget for Administrative Salaries	6%	6%

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

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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	5

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 District encourages and supports professional development opportunities and allows teacher release time for specialized or added professional development.