

Warner Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Warner Middle School
Street	14171 Newland Street
City, State, Zip	Westminster, CA 92683
Phone Number	(714) 894-7281
Principal	Kenneth Lopour
Email Address	KLopour@wSDK8.us
School Website	warner.wsdK8.us
County-District-School (CDS) Code	30667466030928

2023-24 District Contact Information

District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Dr. Gunn Marie Hansen
Email Address	mmerlos@wSDK8.us
District Website	wSDK8.us

2023-24 School Description and Mission Statement

Principal's Message

Our vision is that Warner Middle School students will become productive life-long learners who strive for a successful future. Warner Middle School has an ongoing tradition of academic excellence and we welcome this opportunity to tell you more about us.

The staff at Warner Middle School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to prepare our students to be successful in the 21st Century. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents here at Warner. The moment we are in does not change the mission we are on. At Warner we believe learning should have no limits and our teachers and our staff are prepared to offer rigorous learning opportunities across all educational models.

Parents and the community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both the school and community in ongoing program improvement.

School Mission Statement

Warner Middle School empowers all students to reach their full potential through rigorous college and career curriculum preparation.

Vision:

At Warner we create an environment where students have no limits. Students will become productive, life-long learners who strive for a successful future. Warner promotes problem solving, social emotional learning, and critical thinking skills, all of which allow students to demonstrate college and career readiness.

2023-24 School Description and Mission Statement

Warner also has a set of core values that we believe in and practice on a daily basis. We always say "Warner R.O.C.K.S."

- R - Respect
- O - Organization
- C - Courage
- K - Kindness
- S - Self-Control

Community & School Profile

Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy. The district serves grades kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The district is comprised of seven K-5, six K-6 elementary schools, and three middle schools. Willis Warner Middle School was built in 1961 and since then has continued to provide students in grades six through eight with a healthy learning environment. Warner Middle School operates on a traditional schedule with 875 students enrolled at the beginning of the 2023-24 school year. Total enrollment in the district for the 2023-24 school year was approximately 9,030 students. .

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	188
Grade 7	306
Grade 8	385
Total Enrollment	879

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	50.9%
Asian	50.3%
Black or African American	0.5%
Filipino	0.5%
Hispanic or Latino	44%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.9%
White	2.8%
English Learners	37.7%
Foster Youth	0.7%
Homeless	5.8%
Socioeconomically Disadvantaged	88.5%
Students with Disabilities	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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.20	78.83	361.60	88.06	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.70	12.00	17.00	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	3.60	9.14	32.00	7.79	18854.30	6.86
Total Teaching Positions	39.50	100.00	410.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.30	77.28	378.10	89.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.20	12.10	14.40	3.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.80	0.20	11953.10	4.28
Unknown	4.50	10.62	30.10	7.11	15831.90	5.67
Total Teaching Positions	43.10	100.00	423.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	4.70	5.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.70	5.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13	12.6
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westminster School District held a hearing on October 13, 2022 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 13, 2022.

Year and month in which the data were collected

October 13, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill StudySync / 2017 McGraw-Hill StudySync with Integrated ELD (Program 2) / 2017 Language! Live Accelerated Reader (Renaissance)	Yes	0
Mathematics	Big Ideas Learning (Big Ideas Math) / 2016	Yes	0
Science	Pearson Elevate Science / 2020	Yes	0
History-Social Science	National Geographic Social Science/ 2023	Yes	0
Foreign Language	Prentice Hall (Spanish) / 2007 East Side Union High School District (Vietnamese) / 2015	Yes	0
Visual and Performing Arts	Pearson/Scott Foresman (Art) / 2009	Yes	0

School Facility Conditions and Planned Improvements

Warner Middle School offers a safe and secure campus for students, staff, and visitors. The chart displays the results of the most recent facility inspection provided by the district in September 2022.

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, multipurpose room, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. There are many planned upgrades to HVAC systems and general modernization of facilities planned to begin in the Summer 2023.

Deferred Maintenance Budget

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, paving, and floor systems.

Year and month of the most recent FIT report

7/6/2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	30-34 Science Building: Install drainage at bottom of stair to avoid water to pond up during rain Classroom 7-9: Install drainage outside of classrooms to avoid water from ponding up during rain Classrooms 10-12: Install drainage outside of classroom to avoid water from ponding up during rain

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	54	54	53	47	46
Mathematics (grades 3-8 and 11)	42	43	44	44	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	877	876	99.89	0.11	54.46
Female	430	429	99.77	0.23	59.35
Male	446	446	100.00	0.00	49.66
American Indian or Alaska Native	0	0	0	0	0
Asian	448	448	100.00	0.00	74.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	380	379	99.74	0.26	31.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	52.94
White	23	23	100.00	0.00	47.83
English Learners	288	287	99.65	0.35	13.24
Foster Youth	--	--	--	--	--
Homeless	74	74	100.00	0.00	41.89
Military	18	18	100.00	0.00	47.06
Socioeconomically Disadvantaged	776	775	99.87	0.13	52.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	86	100.00	0.00	11.63

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	876	872	99.54	0.46	42.89
Female	429	427	99.53	0.47	42.86
Male	446	444	99.55	0.45	42.79
American Indian or Alaska Native	0	0	0	0	0
Asian	448	447	99.78	0.22	63.76
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	379	376	99.21	0.79	18.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	35.29
White	23	23	100.00	0.00	43.48
English Learners	287	287	100.00	0.00	11.50
Foster Youth	--	--	--	--	--
Homeless	74	74	100.00	0.00	32.43
Military	18	17	94.44	5.56	41.18
Socioeconomically Disadvantaged	775	772	99.61	0.39	41.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	83	96.51	3.49	10.84

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.77	36.32	36.03	37.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	383	380	99.22	0.78	36.32
Female	201	199	99.00	1.00	38.69
Male	181	180	99.45	0.55	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	207	205	99.03	0.97	52.20
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	153	152	99.35	0.65	13.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	46.15
English Learners	128	125	97.66	2.34	3.20
Foster Youth	0	0	0	0	0
Homeless	34	33	97.06	2.94	36.36
Military	--	--	--	--	--
Socioeconomically Disadvantaged	341	338	99.12	0.88	35.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	21	87.50	12.50	4.76

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100%	52%	77%	38%	72%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Warner Middle School is aware of the positive correlation between parent and community involvement and the success of students. At Warner, parents and community members participate in ongoing collaborative meetings at Parent Teacher Association meetings (PTA), English Language Advisory Committee (ELAC), Parent Education Nights, and community members are participants on the School Site Council, and assist with Eighth Grade Exit Interviews. Academically-focused family nights include: English Learner Parent night, AVID family night, Coffee with the Principal events, Parent conferences, Back to School, and Open House Nights, all of which are designed to welcome parents, seek input, and answer questions. Warner Middle School has forged partnerships with the City of Westminster and the Westminster Police Department, as well as the Boys and Girls Club, Healthy Smiles, and various other local community support organizations. We also communicate on a weekly basis with families through our Wildcat Weekly Newsletter.

Parent involvement is an integral part of the school program and we strive to find new ways to connect with families every year.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	904	896	96	10.7
Female	443	440	59	13.4
Male	460	455	37	8.1
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	454	452	13	2.9
Black or African American	5	4	2	50.0
Filipino	4	4	0	0.0
Hispanic or Latino	396	392	74	18.9
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	8	8	1	12.5
White	26	26	6	23.1
English Learners	343	340	47	13.8
Foster Youth	7	7	3	42.9
Homeless	78	77	15	19.5
Socioeconomically Disadvantaged	801	795	94	11.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	89	18	20.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.09	8.67	9.96	0.20	3.58	3.83	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.96	0
Female	7	0
Male	12.83	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.39	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	13.13	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	19.23	0
English Learners	12.24	0
Foster Youth	0	0
Homeless	10.26	0
Socioeconomically Disadvantaged	10.61	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14.44	0

2023-24 School Safety Plan

Warner Middle School offers a safe and secure campus for students, staff, and visitors. The school was built in 1961 and provides up-to-date facilities and adequate space for students and staff. Warner Middle School is comprised of a library, two computer labs, technology lab, large gymnasium, and 39 classrooms. The school also enjoys a playing field for running, sports, and games.

Warner Middle School's Comprehensive School Site Safety Plan was reviewed and approved by our School Site Council in September of 2023 and approved by our board of education during their October 2023 board meeting, to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. The plan describes action plans for all manner of emergencies from: earthquake, fire, active shooter, lockdown, airplane crash, flooding, and many other natural or human disasters that could impact the safety of students or staff. Students participating in in-person instruction are supervised throughout the day by classified employees and teachers.

Additionally, earthquake preparedness drills, fire drills, and lock drills are held regularly. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises. Emergency supplies have been provided to every room on campus and school-wide emergency supplies are available as well.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	53	18	16
Mathematics	33		9	15
Science	33	2	4	18
Social Science	32	1	10	13

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	15	36	10
Mathematics	29	5	13	10
Science	30	1	14	10
Social Science	28	2	18	7

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	23	19	36	6
Mathematics	31	4	14	8
Science	28	0	20	4
Social Science	26	4	20	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	879

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,527	\$814	\$5,143	\$85,795
District	N/A	N/A	\$5,801	\$102,334
Percent Difference - School Site and District	N/A	N/A	-12.0	-11.7
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-24.7	-1.7

Fiscal Year 2022-23 Types of Services Funded

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant
- ESSR funds

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,069	\$54,215
Mid-Range Teacher Salary	\$88,416	\$86,843
Highest Teacher Salary	\$122,041	\$111,440
Average Principal Salary (Elementary)	\$145,693	\$140,851
Average Principal Salary (Middle)	\$142,405	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$277,355	\$252,466
Percent of Budget for Teacher Salaries	40.32%	33.16%
Percent of Budget for Administrative Salaries	4.34%	5.15%

Professional Development

Annually there are three district staff, classified and certificated, professional development days. The topics for these days are determined by the district level focus areas such as safety, curriculum adoptions and instructional supports as well as input from the staff for "voice and choice" session tailored to specific needs such as social-emotional supports and staff evaluations. In addition, the district provides monthly release time for professional teams to work and learn together. Certificated staff also participates in bi-monthly Wednesday professional development in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and professional development that is on-going throughout the year. Administrative staff attend a variety of trainings both directed by the district through their annual "leadership conferences" as well as trainings tailored to specific site needs. District staff also attend conferences and outside training that is site determined such as behavior interventions and supports, AVID training, reading and writing conferences, technology conferences and GATE conferences. On a weekly basis, teachers are given a various timely and topical research articles to support their work. Staff are also allowed grade level and departmental release days to focus on their grade or subject specific PLC needs.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3