

Warner Middle School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	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
Grade Span	6-8
County-District-School (CDS) Code	30667466030928

2025-26 District Contact Information

District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Dr. Gunn Marie Hansen
Email Address	Cherylsosa@wsdk8.us
District Website	wsdk8.us

2025-26 School Description and Mission Statement

Principal's Message

Dear Students, Parents, and Guardians,

I am delighted to extend a warm welcome to all members of the Warner Middle School community. As the proud principal, it is my privilege to introduce myself and share our school's commitment to fostering academic excellence, personal growth, and a supportive environment for all students.

At Warner Middle School, we hold a steadfast belief that education is the key to unlocking limitless possibilities. Our dedicated

2025-26 School Description and Mission Statement

team of educators is passionate about providing an academic experience marked by rigor and readiness. We strive to empower our students with the knowledge, skills, and critical thinking abilities they need to succeed in a rapidly evolving world. Whether it be in the realms of science, mathematics, language arts, or any other subject, our curriculum is designed to challenge and inspire each and every student.

We have earned many accolades in the recent years, these include: The California Schools to Watch Award, the National Forum Schools to Watch Award, the California PBIS Platinum Award, the PAL Stellar program Award, and the CAFE Seal of Excellence. We are dedicated to providing stellar learning experiences for our English Learners and we have an amazing and groundbreaking Vietnamese Dual Language Immersion Program.

In addition to our robust academic program, we take great pride in our extracurricular offerings. Warner Middle School is home to a vibrant array of clubs and sports teams, providing students with numerous opportunities for personal growth and self-expression. Whether it's joining a robotics club, participating in a musical ensemble, or competing on the basketball court, our extracurricular activities encourage teamwork, leadership, and a well-rounded development.

We understand that a student's overall well-being is vital for their success. Therefore, our staff is committed not only to academic growth but also to providing a nurturing and caring environment. Our dedicated team of educators, counselors, and support staff work collaboratively to ensure that every student feels valued, safe, and supported. We recognize and address the social and emotional needs of our students, fostering an inclusive community where individuals can flourish.

At Warner Middle School, we firmly believe that every student has the potential to succeed and thrive. With a commitment to individualized attention and tailored support, we celebrate and embrace the diverse talents and abilities of our student body. We encourage our students to set high goals, pursue their dreams, and develop into responsible and compassionate citizens.

I look forward to a fantastic year filled with accomplishments, growth, and memorable experiences. Please feel free to reach out to me or any member of our dedicated staff if you have any questions, concerns, or suggestions. Together, we can make Warner Middle School a place where all students thrive.

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.

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 850 students enrolled at the beginning of the 2024-245 school year. Total enrollment in the district for the 2024-25 school year was approximately 9,030 students. .

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	186
Grade 7	337
Grade 8	323
Total Enrollment	846

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.4
Asian	53
Black or African American	0.7
Filipino	0.8
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2
White	1.2
English Learners	35.8
Foster Youth	0.6
Homeless	5.3
Socioeconomically Disadvantaged	86.8
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.

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)	33.3	77.28	378.1	89.28	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.2	12.1	14.4	3.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.2	11953.1	4.28
Unknown/Incomplete/NA	4.5	10.62	30.1	7.11	15831.9	5.67
Total Teaching Positions	43.1	100	423.4	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.7	77.67	378.6	87.29	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	2.35	4.1	0.95	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.4	10.54	14.6	3.38	11746.9	4.23
Unknown/Incomplete/NA	3.9	9.4	36.3	8.38	14303.8	5.15
Total Teaching Positions	42.1	100	433.7	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.1	82.33	357.2	88.87	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	2.18	3.8	0.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.8	9.96	11.8	2.94	12112.8	4.34
Unknown/Incomplete/NA	2.1	5.51	29	7.23	13705.8	4.91
Total Teaching Positions	39	100	401.9	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	5.20	0.9	0.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.20	0.9	0.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	4.4	3.8
Total Out-of-Field Teachers	0.00	4.4	3.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.6	1.2	2.5
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westminster School District held a hearing on October 16, 2025 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 16, 2025.

Year and month in which the data were collected

October 2025

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

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

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 August 2025.

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

Annually, the district assesses deferred maintenance needs and creates a budget for each school site. Based on availability of funds, the district focuses on safety needs first and prioritizes other facilities repairs accordingly. Typically deferred maintenance repairs include roofing, plumbing, heating, air conditioning, electrical systems, paving and flooring.

Year and month of the most recent FIT report

8/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		: 30-36 Science Building: 5 ceiling tiles need replacement in Rooms 35-36. Classrooms 4, 4A -6, 6A (Modernized in 2024): 4 stained ceiling tiles in Room 4a and 6a Classrooms 1-3, 3A (Modernized in 2024): 3 stained ceiling tiles in Room 3a Library/Kitchen: Interior painting needed in library and cafeteria. Exterior needs painting.
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			30-36 Science Building: 5 ceiling tiles need replacement in Rooms 35-36.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	55	55	53	54	47	48
Mathematics (grades 3-8 and 11)	47	47	45	45	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	836	832	99.52	0.48	54.99
Female	395	392	99.24	0.76	56.38
Male	441	440	99.77	0.23	53.76
American Indian or Alaska Native	--	--	--	--	--
Asian	447	446	99.78	0.22	73.48
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	340	338	99.41	0.59	31.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	52.38
White	--	--	--	--	--
English Learners	198	195	98.48	1.52	1.54
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	468	465	99.36	0.64	52.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	82	98.80	1.20	14.81

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	836	831	99.40	0.60	46.75
Female	395	393	99.49	0.51	42.09
Male	441	438	99.32	0.68	50.91
American Indian or Alaska Native	--	--	--	--	--
Asian	447	446	99.78	0.22	65.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	340	337	99.12	0.88	22.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	47.62
White	--	--	--	--	--
English Learners	198	195	98.48	1.52	7.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	468	465	99.36	0.64	43.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	82	98.80	1.20	7.32

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.12	38.05	35.46	36.89	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	318	318	100.00	0.00	38.05
Female	145	145	100.00	0.00	33.79
Male	173	173	100.00	0.00	41.62
American Indian or Alaska Native	0	0	0	0	0
Asian	166	166	100.00	0.00	57.83
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	128	100.00	0.00	14.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	16.67
White	--	--	--	--	--
English Learners	70	70	100.00	0.00	1.43
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	175	175	100.00	0.00	32.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	8.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99.10%	99.70%	100.00%	99.70%	100.00%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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, the OC GRIP program, as well as the Boys and Girls Club, Healthy Smiles, and various other local community support organizations. Additionally we hold parent education nights through the National PTS's Schools Smarts Program, college information nights (3 per year), and Math nights in conjunction with the Mathnasium. We also communicate on a weekly basis with families through our Wildcat Weekly Newsletter, the Parent Square App, Aeries System, Jupiter Grades, and a very active social media presence.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	870	863	80	9.3
Female	420	413	45	10.9
Male	450	450	35	7.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	457	456	10	2.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	361	355	61	17.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	0	0.0
White	--	--	--	--
English Learners	326	321	37	11.5
Foster Youth	11	11	1	9.1
Homeless	52	49	6	12.2
Socioeconomically Disadvantaged	769	762	78	10.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	89	14	15.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.96	8.96	7.82	3.83	2.23	2.05	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.82	0.00
Female	5.24	0.00
Male	10.22	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.28	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	0.00	0.00
English Learners	9.82	0.00
Foster Youth	36.36	0.00
Homeless	11.54	0.00
Socioeconomically Disadvantaged	8.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.73	0.00

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

2025-26 School Safety Plan

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 October of 2025 and The Board of Education approved the School Site Safety Plan on November 20th 2025, 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.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	17	32	6
Mathematics	30	5	11	8
Science	29	1	17	3
Social Science	26	7	15	2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	21	26	8
Mathematics	32	4	11	9
Science	30		18	3
Social Science	25	6	19	1

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	808

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22,222.86	\$12,474.88	\$ 9,747.98	\$ 108,886.00
District	N/A	N/A	\$ 10,604.71	\$117,105
Percent Difference - School Site and District	N/A	N/A	-8.8%	-200.0
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,741	\$61,597
Mid-Range Teacher Salary	\$98,849	\$98,902
Highest Teacher Salary	\$136,442	\$126,340
Average Principal Salary (Elementary)	\$139,908	\$158,383
Average Principal Salary (Middle)	\$139,908	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$348,400	\$288,332
Percent of Budget for Teacher Salaries	34.44%	31.29%
Percent of Budget for Administrative Salaries	4.35%	5.38%

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 every trimester to focus on their grade or subject specific PLC needs. Our site also have Wednesday PD and PLC days attached to staff meetings.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	