

# Warner Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Warner Middle School
<b>Street</b>	14171 Newland Street
<b>City, State, Zip</b>	Westminster, CA 92683
<b>Phone Number</b>	(714) 894-7281
<b>Principal</b>	Tiffany Harville
<b>E-mail Address</b>	tharville@wsdk8.us
<b>Web Site</b>	<a href="http://warner.wsdk8.us/">http://warner.wsdk8.us/</a>
<b>CDS Code</b>	30667466030928

District Contact Information	
District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Sheri Loewenstein, Interim
E-mail Address	turbaniec@wsdk8.us
Web Site	<a href="http://www.wsd8.us/">http://www.wsd8.us/</a>

## School Description and Mission Statement (School Year 2018-19)

### 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.

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.

### 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. Total district enrollment for the 2017-18 school year was 9,256 students.

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 had an enrollment of 1,089 students at the beginning of the 2017-18 school year. Student body demographics are illustrated in the chart.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	260
Grade 7	403
Grade 8	426
<b>Total Enrollment</b>	<b>1,089</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	58.6
Filipino	0.5
Hispanic or Latino	36.9
Native Hawaiian or Pacific Islander	0.7
White	1.7
Socioeconomically Disadvantaged	82.4
English Learners	29.8
Students with Disabilities	7.9
Foster Youth	0.0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	42	41	40	390
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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 2018-19)**

**Year and month in which data were collected:** 10/11/2018

Westminster School District held a public hearing on October 11, 2018 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 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill StudySync / 2017 McGraw-Hill StudySync with Integrated ELD (Program 2) / 2017 Scholastic Read 180/System 44 / 2011	Yes	0
<b>Mathematics</b>	Big Ideas Learning (Big Ideas Math) / 2016	Yes	0
<b>Science</b>	CPO Science / 2008	Yes	0
<b>History-Social Science</b>	Teacher’s Curriculum Institute (TCI) / 2007	Yes	0
<b>Foreign Language</b>	Prentice Hall (Spanish) / 2007 East Side Union High School District (Vietnamese) / 2015	Yes	0
<b>Visual and Performing Arts</b>	Pearson/Scott Foresman (Art) / 2009	Yes	0

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

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 multipurpose room, and 39 classrooms. The school also enjoys a playing field for running, sports, and games.

Warner Middle School’s Comprehensive School Site Safety Plan is revised annually 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.

Conflict mediation is offered through the PAL leadership team, which also offers an Adult Mentoring program. Students are supervised throughout the day by administration, classified employees and teachers. Seven noontime supervisors assist teachers with supervising students. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Earthquake preparedness drills are done twice per year, and fire drills are held once per month. In the event of an emergency, the school’s Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.

**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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 9/1/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: 9/1/2018	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	55.0	55.0	55.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	49.0	50.0	52.0	53.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1065	1047	98.31	55.40
Male	545	536	98.35	49.81
Female	520	511	98.27	61.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	635	621	97.80	73.27
Filipino	--	--	--	--
Hispanic or Latino	391	387	98.98	25.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00	71.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	861	846	98.26	50.47
English Learners	757	741	97.89	48.72
Students with Disabilities	79	79	100.00	12.66
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,067	1,058	99.16	49.67
Male	547	539	98.54	47.58
Female	520	519	99.81	51.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	636	632	99.37	69.89
Filipino	--	--	--	--
Hispanic or Latino	391	387	98.98	17.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100	57.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	863	854	98.96	45.37
English Learners	758	756	99.74	44.05
Students with Disabilities	81	78	96.3	11.54
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.4	22.4	27.0

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Warner Middle School is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and District administrators in the many activities, programs, and organizations that support its students. Parents and community members participate in ongoing collaborative meetings at the Donuts with the Principal, information sessions for Chromebooks, Parenting Seminars and Parenting Partners. Parents and community members are participants on the School Site Council, Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and assist with Eighth Grade Exit Interviews. Academically-focused family nights include Family Math Festival, History Night in sixth and seventh grade, and eighth grade Science Fair Night. Parent conferences, Back to School, and Open House Nights are designed to welcome parents, seek input, and answer questions. Warner Middle School has forged partnerships with the City of Westminster, Westminster Police Department, and the Boys and Girls Club.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.8	6.9	7.0	2.6	2.9	3.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.2	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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 multipurpose room, and 39 classrooms. The school also enjoys a playing field for running, sports, and games.

Warner Middle School's Comprehensive School Site Safety Plan is revised and reviewed annually 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.



Conflict mediation is offered through the PAL leadership team, which also offers an Adult Mentoring program. Students are supervised throughout the day by administration, classified employees and teachers. Seven noontime supervisors assist teachers with supervising students. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Earthquake preparedness drills are done twice per year, and fire drills are held once per month. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.

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

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	20	29	20	26.0	21	33	16	26.0	19	34	12
Mathematics	32.0	2	10	15	32.0	3	7	19	30.0	3	10	15
Science	33.0		8	19	32.0	1	17	11	31.0	2	15	11
Social Science	32.0	1	9	16	30.0	3	16	13	28.0	3	17	10

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

#### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	1100
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,527	\$814	\$5,143	\$85,795
District	N/A	N/A	\$5,801	\$89,129
Percent Difference: School Site and District	N/A	N/A	-12.0	-3.8
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-32.3	5.9

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 2017-18)**

- 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

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,974	\$50,084
Mid-Range Teacher Salary	\$85,655	\$80,256
Highest Teacher Salary	\$108,563	\$100,154
Average Principal Salary (Elementary)	\$126,489	\$125,899
Average Principal Salary (Middle)	\$130,401	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$257,428	\$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

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

Annually there are two 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. 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.