

Winton Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



Winton Middle School

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.

2022-23 School Contact Information

School Name	Winton Middle School
Street	119 Winton Ave.
City, State, Zip	Hayward, CA 94540-5000
Phone Number	(510) 723-3140
Principal	Lisa Tess
Email Address	ltess@husd.k12.ca.us
School Website	https://win-haywardusd-ca.schoolloop.com/
County-District-School (CDS) Code	01611926056972

2022-23 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Chien Wu Fernandez
Email Address	cfernandez@husd.k12.ca.us
District Website Address	www.husd.k12.ca.us

2022-23 School Overview

Mission Statement:

Winton Middle School has a shared mission where we set high expectations for academic, social and emotional learning. We provide students with the 21st century skills necessary for high school, college, career, and civic readiness.

Vision Statement:

Winton Middle School is committed to encouraging and supporting student achievement and excellence in a safe learning environment by developing positive relationships with the school, families, and community.

Commitments:

- *Maximize the achievement of all students regardless of ability or socioeconomic status
- *Provide a safe teaching and learning environment
- *Strengthen the effectiveness of all staff members through development and involvement
- *Enhance support for teaching and learning
- *Promote parent and community involvement, trust, and support within the school community
- *Promote lifelong learning through seamless education among educational providers and community stakeholders
- *Involve parents/guardians in students' academic and social development

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	248
Grade 8	264
Total Enrollment	512

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
American Indian or Alaska Native	0.2
Asian	3.5
Black or African American	9.2
Filipino	3.9
Hispanic or Latino	75.0
Native Hawaiian or Pacific Islander	2.5
Two or More Races	3.5
White	2.0
English Learners	25.2
Foster Youth	0.0
Homeless	0.6
Migrant	2.1
Socioeconomically Disadvantaged	69.7
Students with Disabilities	15.6

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)	13.90	63.82	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	9.18	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	9.18	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	9.55	33.60	3.38	12115.80	4.41
Unknown	1.80	8.26	34.00	3.43	18854.30	6.86
Total Teaching Positions	21.70	100.00	994.30	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)	16.50	71.78	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.80	16.63	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	5.47	21.80	2.17	11953.10	4.28
Unknown	1.40	6.08	58.30	5.79	15831.90	5.67
Total Teaching Positions	23.00	100.00	1007.90	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	2.00	2.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.80

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	1.00	1.00
Local Assignment Options	1.00	0.20
Total Out-of-Field Teachers	2.00	1.20

2021-22 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)	8.70	13.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.60	10.30

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall, Pearson Literature for California: Reading and Language Arts, c2010 (English)	Yes	0
Mathematics	7th Grade: Glencoe/McGrawHill, California Math Course 2, c2015; Glencoe/McGrawHill, Math Accelerated: A Pre-Algebra Program c2014,	Yes	0

	8th Grade: Glencoe/McGrawHill, California Math Course 3, c2015 Houghton Mifflin Harcourt, California Algebra 1, c2015; Houghton Mifflin Harcourt, California Geometry, c2015		
Science	7th Grade: McDougal Littell & Company, McDougal Littell Science: Focus on Life Sciences (California), c2007 (English & Spanish); 8th Grade: McDougal Littell & Company, McDougal Littell Science: Focus on Physical Sciences (California), c2007 (English & Spanish)	Yes	0
History-Social Science	7th Grade: Holt, Rinehart & Winston, World History Medieval to Early Modern Times, c2006 (English & Spanish) 8th Grade: Holt, Rinehart & Winston, United States History Independence to 1914, c2006 (English & Spanish)	Yes	0

School Facility Conditions and Planned Improvements

A lexan material is used for window replacement throughout this school site.

Year and month of the most recent FIT report

January 2022

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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	27	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	8	N/A	19	N/A	33

2021-22 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	506	477	94.27	5.73	27.25
Female	263	249	94.68	5.32	33.33
Male	243	228	93.83	6.17	20.61
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	50.00
Black or African American	48	43	89.58	10.42	30.23
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	379	357	94.20	5.80	24.65
Native Hawaiian or Pacific Islander	13	13	100.00	0.00	15.38
Two or More Races	20	19	95.00	5.00	26.32
White	13	13	100.00	0.00	30.77
English Learners	123	113	91.87	8.13	3.54
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	358	338	94.41	5.59	23.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	88	69	78.41	21.59	7.25

2021-22 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	506	476	94.07	5.93	8.40
Female	263	248	94.30	5.70	7.26
Male	243	228	93.83	6.17	9.65
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	35.71
Black or African American	48	43	89.58	10.42	9.30
Filipino	17	17	100.00	0.00	17.65
Hispanic or Latino	379	357	94.20	5.80	7.00
Native Hawaiian or Pacific Islander	13	13	100.00	0.00	0.00
Two or More Races	20	19	95.00	5.00	5.26
White	13	12	92.31	7.69	8.33
English Learners	123	113	91.87	8.13	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	358	338	94.41	5.59	6.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	88	68	77.27	22.73	5.88

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	17.62	--	17.77	28.5	29.47

2021-22 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	252	244	96.83	3.17	17.62
Female	122	119	97.54	2.46	15.97
Male	130	125	96.15	3.85	19.2
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	202	195	96.53	3.47	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	57	53	92.98	7.02	1.89
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	185	179	96.76	3.24	14.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	37	86.05	13.95	5.41

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	75.3%	76.3%	76.3%	76.9%	77.4%

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.

2022-23 Opportunities for Parental Involvement

Winton Middle School greatly benefits from a Family Center at the school, which is inclusive of all parents and allows them to engage as partners in the educational process. Parents participate on the School Site Council (SSC), Site Based Decision Making Team (SBDM), and English Language Advisory Committee (ELAC). As stakeholders at our site, parents are always encouraged to participate in all leadership teams in the implementation of site initiatives.

Our Family Center is open on a full-time basis to better meet the needs of our diverse parent community; in addition, we train parents to become partners in their child's education by offering workshops on healthy living, shaping family dynamics, creating a college bound culture in their homes which is done through actively supporting their child's success in school.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	537	526	223	42.4
Female	279	273	112	41.0
Male	257	252	111	44.0
American Indian or Alaska Native	1	1	0	0.0
Asian	18	18	6	33.3
Black or African American	50	49	28	57.1
Filipino	20	20	5	25.0
Hispanic or Latino	398	390	160	41.0
Native Hawaiian or Pacific Islander	13	13	8	61.5
Two or More Races	21	20	9	45.0
White	15	14	7	50.0
English Learners	152	149	69	46.3
Foster Youth	1	1	1	100.0
Homeless	5	4	3	75.0
Socioeconomically Disadvantaged	384	377	162	43.0
Students Receiving Migrant Education Services	11	11	4	36.4
Students with Disabilities	95	95	58	61.1

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.93	3.48	2.45
Expulsions	0.18	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.96	0.01	3.78	0.20	3.17
Expulsions	0.00	0.19	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.96	0.19
Female	2.15	0.36
Male	10.12	0.00
American Indian or Alaska Native	0.00	0.00
Asian	16.67	5.56
Black or African American	6.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.03	0.00
Native Hawaiian or Pacific Islander	15.38	0.00
Two or More Races	9.52	0.00
White	13.33	0.00
English Learners	5.92	0.66
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.77	0.26
Students Receiving Migrant Education Services	9.09	0.00
Students with Disabilities	17.89	0.00

2022-23 School Safety Plan

The School Site Safety Plan has undergone an extensive review and revision during the 2022-2023 year. All revisions have been communicated to both classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lockdown drills are conducted on a regular basis throughout the school year.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and other campus supervisors. There are designated areas for student drop-off and pick up. Visitors need to check in at the front office and receive a badge.

Fire, earthquake, and lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency. The school is using an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. During the 2022-23 school year, this has included all of the necessary safety, health and sanitizing protocols to ensure that staff and visitors to campus remain as safe as possible at our school.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	7	12	6
Mathematics	27	4	10	6
Science	26	7	10	8
Social Science	27	4	10	6

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	25	6	12	7
Mathematics	26	5	7	8
Science	26	5	7	8
Social Science	26	4	10	6

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	21	15	15	
Mathematics	21	9	14	1
Science	23	5	16	1
Social Science	22	8	15	

2021-22 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	320

2021-22 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)	1.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.7

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$15,547	\$7,300	\$8,247	\$97,908
District	N/A	N/A	\$7,882	\$100,338
Percent Difference - School Site and District	N/A	N/A	4.5	-2.5
State	N/A	N/A	\$13,981	\$82,681
Percent Difference - School Site and State	N/A	N/A	-51.6	16.9

2021-22 Types of Services Funded

Winton funds a full-time EL para-educator to work with ELD students to raise their performance on CAASPP testing in mathematics and English. The EL para-educator also supports the reclassification of English Learners on the ELPAC exam.

Winton partially funds a Student Behavior Support advocate who ensures all students get behavior support and resources needed to engage in a positive learning experience both in and outside of the classroom.

Winton supports the development of 21st century learning skills and student performances on standardized CAASPP testing by purchasing Chromebooks and Chrome carts for students and classrooms.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$69,642	\$54,370
Mid-Range Teacher Salary	\$97,275	\$82,681
Highest Teacher Salary	\$116,010	\$106,610
Average Principal Salary (Elementary)	\$154,426	\$135,283
Average Principal Salary (Middle)	\$160,000	\$141,244
Average Principal Salary (High)	\$171,506	\$152,955
Superintendent Salary	\$293,534	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered three staff development days in 2020/21, 2021/22 and 2022/23.

The curricular focus of the current school year is Anti-bias and Anti-racism (AB-AR) and Distance Learning/5 Urgencies. In addition to three full day HUSD trainings, there have been 3 coordinating minimum days to provide ongoing professional development facilitated by our Instructional Leadership Team.

The transition from deeper learning to AB-AR and Distance Learning/5 Urgencies is supported by the HUSD, administration, Instructional Leadership Team, and academic departments.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	3