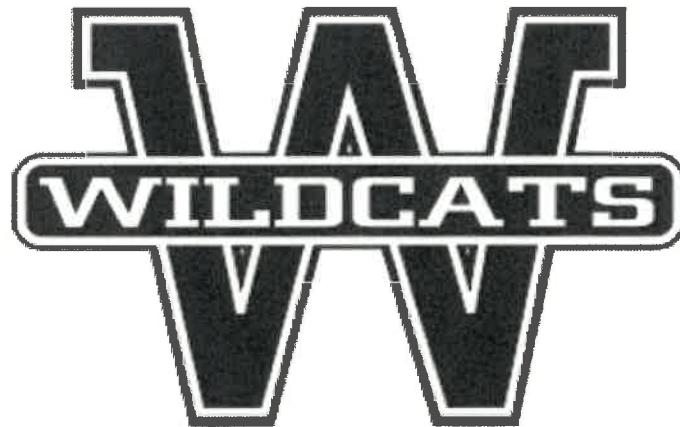# Winton Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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.

2023-24 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://winton.husd.us/
County-District-School (CDS) Code	01611926056972

2023-24 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Dr. Jason Reimann
Email Address	jreimann@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2023-24 School Description and Mission Statement

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:

2023-24 School Description and Mission 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	250
Grade 8	248
Total Enrollment	498

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.2%
Male	44.8%
American Indian or Alaska Native	0.4%
Asian	3.4%
Black or African American	8.6%
Filipino	4.2%
Hispanic or Latino	74.7%
Native Hawaiian or Pacific Islander	2%
Two or More Races	3.2%
White	3%
English Learners	22.1%
Homeless	2.2%
Migrant	1.6%
Socioeconomically Disadvantaged	85.5%
Students with Disabilities	14.1%

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

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00
Local Assignment Options	1.00	0.20
Total Out-of-Field Teachers	2.00	1.20

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

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)	8.7	13.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.6	10.3

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

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

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

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 instruction 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 2024

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) Grades 7-8th: Houghton Mifflin Harcourt California Edition, Into Literature Student Edition Set c2022, Houghton Mifflin Harcourt California Edition, Into Literature Grammar Practice Workbook Set c2020	Yes	0%
Mathematics	7th Grade: Glencoe/McGrawHill, California Math Course 2, c2015; Glencoe/McGrawHill, Math Accelerated: A Pre-Algebra Program c2014, 8th Grade: Glencoe/McGrawHill, California Math Course 3, c2015 Houghton Mifflin Harcourt, California Algebra 1, c2015; Houghton Mifflin Harcourt, California Geometry, c2015	Yes	0%
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

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Winton Middle School was constructed in 1951. This school has thirty (30) permanent classrooms, a multipurpose room, a locker room, a library, and an administration building. In addition to the main building, there are four (4) modular classrooms that have been added to accommodate class size reduction and instructional programs for the Alameda County Office of Education.

Maintenance and 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 system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and infastructures projects throughout HUSD. At Winton Middle School these projects have included replacement of the roof system, Fire Alarm/PA System, intrusion alarm system and exterior painting. In addition a modernization that consists of modernizing existing classrooms, HVAC upgrades, new outdoor eating area, ADA improvements and new asphalt/striping, construction of a new VAPA Classroom onto the MPR building. All work described will be completed by the end of the 2024/25 school year.

Year and month of the most recent FIT report				February 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	27	28	36	35	47	46
Mathematics (grades 3-8 and 11)	8	15	19	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	498	484	97.19	2.81	27.69
Female	275	272	98.91	1.09	33.09
Male	223	212	95.07	4.93	20.75
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	42.86
Black or African American	43	42	97.67	2.33	19.05
Filipino	21	21	100.00	0.00	61.90
Hispanic or Latino	378	369	97.62	2.38	26.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	31.25
White	14	11	78.57	21.43	27.27
English Learners	110	106	96.36	3.64	1.89
Foster Youth	0	0	0	0	0
Homeless	14	12	85.71	14.29	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	427	416	97.42	2.58	26.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	66	92.96	7.04	4.55

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	498	485	97.39	2.61	15.08
Female	275	272	98.91	1.09	14.34
Male	223	213	95.52	4.48	16.04
American Indian or Alaska Native	--	--	--	--	--
Asian	15	13	86.67	13.33	23.08
Black or African American	43	42	97.67	2.33	7.14
Filipino	21	21	100.00	0.00	38.10
Hispanic or Latino	378	371	98.15	1.85	14.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	12.50
White	14	11	78.57	21.43	18.18
English Learners	110	106	96.36	3.64	1.90
Foster Youth	0	0	0	0	0
Homeless	14	12	85.71	14.29	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	427	416	97.42	2.58	15.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	67	94.37	5.63	2.99

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.62	11.97	17.77	16.99	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	248	239	96.37	3.63	11.72
Female	144	141	97.92	2.08	11.35
Male	104	98	94.23	5.77	12.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	26	25	96.15	3.85	4.00
Filipino	--	--	--	--	--
Hispanic or Latino	184	179	97.28	2.72	11.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	48	47	97.92	2.08	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	215	95.98	4.02	11.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	33	89.19	10.81	0.00

B. Pupil Outcomes   State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96	96	96	93	96

C. Engagement   State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	527	511	152	29.7
Female	288	283	77	27.2
Male	239	228	75	32.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	17	17	2	11.8
Black or African American	48	46	22	47.8
Filipino	21	21	1	4.8
Hispanic or Latino	392	382	110	28.8
Native Hawaiian or Pacific Islander	12	11	7	63.6
Two or More Races	17	17	4	23.5
White	16	14	5	35.7
English Learners	153	146	39	26.7
Foster Youth	1	1	1	100.0
Homeless	14	12	7	58.3
Socioeconomically Disadvantaged	451	440	128	29.1
Students Receiving Migrant Education Services	8	8	1	12.5
Students with Disabilities	79	75	31	41.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.96	5.69	0.01	3.78	4.90	0.20	3.17	3.60
Expulsions	0.00	0.19	0.00	0.00	0.03	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.69	0
Female	2.78	0
Male	9.21	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	17.65	0
Black or African American	8.33	0
Filipino	0	0
Hispanic or Latino	4.59	0
Native Hawaiian or Pacific Islander	16.67	0
Two or More Races	5.88	0
White	12.5	0
English Learners	5.23	0
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	5.76	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.86	0

2023-24 School Safety Plan

The School Site Safety Plan has undergone an extensive review and revision during the 2023-2024 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 campus supervisors. There are designated areas for student drop-off and pick up. Visitors are greeted at the front doors by campus safety officers who escort them to the main office.

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 which includes administrators, teachers, maintenance staff, campus 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 2023-24 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.

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	

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	21	15	13	0
Mathematics	21	9	15	0
Science	21	10	10	3
Social Science	22	8	13	1

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	311.25

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,547	$7,300	$8,247	$97,908
District	N/A	N/A	$7,882	$107,231
Percent Difference - School Site and District	N/A	N/A	4.5	-2.5
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-51.6	16.9

Fiscal Year 2022-23 Types of Services Funded

Winton funds a full-time EL para-educator to work with EL 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; and, supports in the newly formed ELD classes which were added to the master schedule at the start of the 2023-24 school year.

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 student use in the classroom.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$74,517	$55,550
Mid-Range Teacher Salary	$104,084	$84,645
Highest Teacher Salary	$124,131	$111,284
Average Principal Salary (Elementary)	$158,307	$139,860
Average Principal Salary (Middle)	$172,464	$146,440
Average Principal Salary (High)	$183,511	$158,447
Superintendent Salary	$314,081	$278,268
Percent of Budget for Teacher Salaries	35.42%	32.21%
Percent of Budget for Administrative Salaries	5.96%	4.89%

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, certificated and classified staff. The district offered six staff development days in 2021/22, and 3 days in 2022/23 and 2023/24 school year.

The curricular focus of the current school year is Anti-Bias and Anti-Racism (AB-AR). These trainings are valuable in promoting diversity, equitity and inclusion at our site. In addition to three full day HUSD trainings, there have been 10 coordinating minimum days to provide ongoing professional development facilitated by our Instructional Leadership Team.

These AB-AR trainings are supported by HUSD, administration, Instructional Leadership Team, and academic departments.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3