

Winton Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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/ |
| Grade Span | 7-8 |
| County-District-School (CDS) Code | 01611926056972 |

2024-25 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 |

2024-25 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:

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.

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 279 |
| Grade 8 | 252 |
| Total Enrollment | 531 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.3 |
| Male | 49.7 |
| American Indian or Alaska Native | 0.2 |
| Asian | 5.1 |
| Black or African American | 6 |
| Filipino | 4.1 |
| Hispanic or Latino | 76.3 |
| Native Hawaiian or Pacific Islander | 2.4 |
| Two or More Races | 3.2 |
| White | 1.7 |
| English Learners | 21.8 |
| Foster Youth | 0.2 |
| Homeless | 2.6 |
| Migrant | 2.1 |
| Socioeconomically Disadvantaged | 87 |
| Students with Disabilities | 15.1 |

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/Incomplete/NA | 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/Incomplete/NA | 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.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.00 | 67.99 | 806.00 | 82.08 | 231142.40 | 83.24 |
| Intern Credential Holders Properly Assigned | 1.00 | 4.24 | 18.50 | 1.89 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.80 | 16.24 | 71.20 | 7.26 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.10 | 0.59 | 26.60 | 2.71 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 2.50 | 10.85 | 59.50 | 6.06 | 14303.80 | 5.15 |
| Total Teaching Positions | 23.50 | 100.00 | 982.00 | 100.00 | 277698.00 | 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 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 1.00 | 2 |
| Misassignments | 2.00 | 2.80 | 1.8 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 2.00 | 3.80 | 3.8 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 1.00 | 0 |
| Local Assignment Options | 1.00 | 0.20 | 0.1 |
| Total Out-of-Field Teachers | 2.00 | 1.20 | 0.1 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 8.70 | 13.1 | 7.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 18.60 | 10.3 | 6.8 |

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

2024-25 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% |

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

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.

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 infrastructure 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/stripping, 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

January 2024

| 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.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 28 | 24 | 35 | 32 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 15 | 16 | 20 | 20 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 525 | 508 | 96.76 | 3.24 | 24.21 |
| Female | 267 | 257 | 96.25 | 3.75 | 26.07 |
| Male | 258 | 251 | 97.29 | 2.71 | 22.31 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 27 | 25 | 92.59 | 7.41 | 40.00 |
| Black or African American | 33 | 31 | 93.94 | 6.06 | 12.90 |
| Filipino | 22 | 22 | 100.00 | 0.00 | 59.09 |
| Hispanic or Latino | 398 | 387 | 97.24 | 2.76 | 20.67 |
| Native Hawaiian or Pacific Islander | 13 | 13 | 100.00 | 0.00 | 23.08 |
| Two or More Races | 22 | 21 | 95.45 | 4.55 | 42.86 |
| White | -- | -- | -- | -- | -- |
| English Learners | 115 | 111 | 96.52 | 3.48 | 2.70 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 15 | 13 | 86.67 | 13.33 | 0.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 467 | 453 | 97.00 | 3.00 | 23.40 |
| Students Receiving Migrant Education Services | 11 | 10 | 90.91 | 9.09 | -- |
| Students with Disabilities | 78 | 75 | 96.15 | 3.85 | 8.00 |

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 524 | 505 | 96.37 | 3.63 | 16.47 |
| Female | 267 | 257 | 96.25 | 3.75 | 13.28 |
| Male | 257 | 248 | 96.50 | 3.50 | 19.76 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 27 | 25 | 92.59 | 7.41 | 24.00 |
| Black or African American | 33 | 31 | 93.94 | 6.06 | 3.23 |
| Filipino | 22 | 22 | 100.00 | 0.00 | 31.82 |
| Hispanic or Latino | 397 | 385 | 96.98 | 3.02 | 15.89 |
| Native Hawaiian or Pacific Islander | 13 | 12 | 92.31 | 7.69 | 0.00 |
| Two or More Races | 22 | 21 | 95.45 | 4.55 | 28.57 |
| White | -- | -- | -- | -- | -- |
| English Learners | 115 | 111 | 96.52 | 3.48 | 1.80 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 15 | 13 | 86.67 | 13.33 | 15.38 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 467 | 452 | 96.79 | 3.21 | 16.63 |
| Students Receiving Migrant Education Services | 11 | 10 | 90.91 | 9.09 | -- |
| Students with Disabilities | 77 | 74 | 96.10 | 3.90 | 8.11 |

CAASPP Test Results in Science for All Students

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

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

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

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

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 11.97 | 13.50 | 16.99 | 18.04 | 30.29 | 30.73 |

2023-24 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 | 247 | 241 | 97.57 | 2.43 | 14.11 |
| Female | 135 | 133 | 98.52 | 1.48 | 13.53 |
| Male | 112 | 108 | 96.43 | 3.57 | 14.81 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 11 | 10 | 90.91 | 9.09 | -- |
| Black or African American | 18 | 18 | 100.00 | 0.00 | 0.00 |
| Filipino | 13 | 13 | 100.00 | 0.00 | 38.46 |
| Hispanic or Latino | 189 | 184 | 97.35 | 2.65 | 14.67 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 40 | 38 | 95.00 | 5.00 | 2.63 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 214 | 209 | 97.66 | 2.34 | 13.88 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 36 | 35 | 97.22 | 2.78 | 8.57 |

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 7 | 93% | 86% | 86% | 87% | 94% |

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.

2024-25 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.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 552 | 540 | 115 | 21.3 |
| Female | 280 | 273 | 58 | 21.2 |
| Male | 272 | 267 | 57 | 21.3 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 28 | 27 | 5 | 18.5 |
| Black or African American | 36 | 35 | 13 | 37.1 |
| Filipino | 22 | 22 | 5 | 22.7 |
| Hispanic or Latino | 418 | 409 | 80 | 19.6 |
| Native Hawaiian or Pacific Islander | 14 | 14 | 4 | 28.6 |
| Two or More Races | 18 | 18 | 5 | 27.8 |
| White | -- | -- | -- | -- |
| English Learners | 161 | 156 | 33 | 21.2 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 21 | 18 | 14 | 77.8 |
| Socioeconomically Disadvantaged | 494 | 484 | 104 | 21.5 |
| Students Receiving Migrant Education Services | 12 | 12 | 1 | 8.3 |
| Students with Disabilities | 81 | 80 | 20 | 25.0 |

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 5.96 | 5.69 | 2.54 | 3.78 | 4.9 | 5.4 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0.19 | 0 | 0.18 | 0.03 | 0.07 | 0.1 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 2.54 | 0.18 |
| Female | 2.14 | 0.36 |
| Male | 2.94 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 3.57 | 0.00 |
| Black or African American | 2.78 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.39 | 0.00 |
| Native Hawaiian or Pacific Islander | 7.14 | 0.00 |
| Two or More Races | 5.56 | 5.56 |
| White | 0.00 | 0.00 |
| English Learners | 1.24 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 9.52 | 4.76 |
| Socioeconomically Disadvantaged | 2.63 | 0.20 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.47 | 0.00 |

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

2024-25 School Safety Plan

The School Site Safety Plan has undergone an extensive review and revision during the 2024-2025 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

2024-25 School Safety Plan

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 2024-25 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.

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23 | 11 | 16 | 1 |
| Mathematics | 21 | 7 | 17 | 1 |
| Science | 23 | 7 | 14 | 2 |
| Social Science | 22 | 5 | 16 | 2 |

2023-24 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 | 265.5 |

2023-24 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | 1.5 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$107,337 |
| Percent Difference - School Site and District | N/A | N/A | 4.5 | -9.2 |
| State | N/A | N/A | \$10,771 | \$97,756 |
| Percent Difference - School Site and State | N/A | N/A | -26.5 | 0.2 |

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$59,551 |
| Mid-Range Teacher Salary | \$104,084 | \$93,855 |
| Highest Teacher Salary | \$124,131 | \$120,219 |
| Average Principal Salary (Elementary) | \$164,210 | \$151,525 |
| Average Principal Salary (Middle) | \$171,438 | \$158,215 |
| Average Principal Salary (High) | \$180,194 | \$171,087 |
| Superintendent Salary | \$314,081 | \$300,043 |
| Percent of Budget for Teacher Salaries | 34.34 | 31 |
| Percent of Budget for Administrative Salaries | 5.9 | 4.91 |

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, 2023/24 and 2024/25 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, equity and inclusion at our site. In addition to two minimum 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 | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |