

Winship Middle School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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	Winship Middle School
Street	2500 Cypress Ave
City, State, Zip	Eureka
Phone Number	7074412407
Principal	Kristi Puzz
Email Address	puzzk@eurekacityschools.org
School Website	
Grade Span	6-8
County-District-School (CDS) Code	California

2024-25 District Contact Information	
District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Gary Storts
Email Address	stortsg@eurekacityschools.org
District Website	eurekacityschools.com

2024-25 School Description and Mission Statement
Winship Middle School, nestled in the serene surroundings of Cutten amidst majestic Redwood trees, is dedicated to fostering an environment where student learning is our paramount focus. Our commitment goes beyond academics, embracing the broader goal of ensuring that every student, staff member, and family feels a profound sense of belonging at Winship. With a distinctive emphasis on Agriculture, Natural Resources, and Forest Restoration, Winship has secured multiple grants to enrich our educational landscape. These grants have enabled the creation of garden beds, an outdoor classroom, a greenhouse, and a shade house, providing invaluable resources for our science curriculum. Winship is proud to be the only middle school in the region offering an Agriculture Science program, led by a credentialed Ag Science teacher.

2024-25 School Description and Mission Statement

In line with our dedication to fostering a sense of belonging and providing a comprehensive educational environment, Winship Middle School is a proud recipient of the Community Schools Grant. This grant has empowered us to deepen our connection with the local community, expanding the range of services and programs available to all stakeholders. Through this grant, Winship promotes collaborative initiatives that address the diverse needs of our students, families, and the broader community.

Recognizing the pivotal role of parental involvement in student success, Winship emphasizes strong partnerships with families. The Winship PTSA, a dynamic and engaged organization, plays an essential role in supporting programs and organizing activities that enhance the educational experience for students and their families. The dedicated staff at Winship uphold high expectations for academic and behavioral excellence, firmly believing in every student’s capacity to achieve ambitious goals. Complementing these expectations, Winship provides personalized support to ensure each student has the tools and opportunities to reach their full potential.

At Winship Middle School, our holistic approach to education reflects a steadfast commitment to building a community where everyone feels valued, supported, and connected. With the support of the Community Schools Grant and our focus on Agriculture Science, we foster a learning environment where the journey towards success is a shared experience, grounded in a deep sense of belonging for all.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	91
Grade 7	164
Grade 8	154
Total Enrollment	409

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	6.6
Asian	10
Black or African American	2
Filipino	0.2
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	1.5
Two or More Races	9
White	48.7
English Learners	16.4
Foster Youth	1.2
Homeless	4.4
Socioeconomically Disadvantaged	61.4
Students with Disabilities	15.4

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)	14.30	86.85	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	2.48	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.50	4.05	12115.80	4.41
Unknown/Incomplete/NA	1.70	10.61	9.80	5.33	18854.30	6.86
Total Teaching Positions	16.50	100.00	185.20	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)	15.50	75.39	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	8.04	5.40	2.74	11953.10	4.28
Unknown/Incomplete/NA	3.40	16.52	11.60	5.84	15831.90	5.67
Total Teaching Positions	20.60	100.00	198.60	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)	14.20	72.80	169.20	85.86	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	7.79	9.10	4.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.60	2.88	11746.90	4.23
Unknown/Incomplete/NA	3.70	19.31	13.00	6.62	14303.80	5.15
Total Teaching Positions	19.60	100.00	197.10	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	0.00	1
Misassignments	0.40	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.40	0.00	1.5

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	0.00	0.00	0
Local Assignment Options	0.00	1.60	0
Total Out-of-Field Teachers	0.00	1.60	0

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)	1.40	0	1.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials

Eureka City Unified held a Public Hearing on September 15, 2021, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8: Amplify, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017 updated 2024	Yes	0
Mathematics	6th-8th: Big Ideas math, adopted 2022 Big Ideas Learning LLC	Yes	0
Science	6th-8th: Amplify Science, adopted 2022	Yes	0
History-Social Science	6th, History Alive (TCI) The Ancient World 7th, History Alive (TCI) The Medieval World and Beyond 8th, History Alive (TCI) The United States through Industrialism Adopted 2017	Yes	0
Foreign Language	Descubre, adopted 2018 (Spanish 1)	Yes	0
Health		No	0

Visual and Performing Arts		No	0
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Winship is located in a beautiful setting. Staff is to be commended for maintaining grounds in exceptional condition, with evidence of ongoing upkeep and care. Custodial staff has worked hard to improve the conditions inside of the school buildings and has been proactive in campus upkeep and management. The greenhouse and shade house have been in operation for a year and are a valuable part of the school science program.

Year and month of the most recent FIT report	9/19/2024
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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	B-3: Water stained ceiling tiles (2), bottom of door to driveway has dry rot B-4: Water stained ceiling tile (1), light out Boy's Gym Restroom: Reflective coating failing on mirrors Boy's Locker Room: Locker doors missing/damaged, wall paint chipped/damaged Cafeteria: Water stained ceiling tiles in storeroom (2) and cafeteria (4) Computer Lab: Repair/Paint wall that is damaged, water stained ceiling tile (1), ceiling tile ajar D-3: Water stained ceiling tiles (4) D-5: Floor tile chipped, water stained ceiling tile (1), missing wall sound tile (1) F-1: Counter chipped, ceiling tile water stained (1), door and frame need to be painted F-2: Edge missing on counter top, ceiling tile water stained (2) F-3: Ceiling tiles water stained (6) F-5: Counter chipped, paint spots on ceiling, door needs to be painted, faucet loose on sink F-6: Counter edge missing, water stained ceiling tile (3) H-2: Floor tile chipped, siding showing signs of dry rot H-4: Chipped floor tile, corner broken on ceiling tile (1), broken light lens (2) J-1: Office and practice rooms in need of wall/ceiling finish repairs J-2: Missing ceiling tile (1), upper corner, ceiling tile loose Library: Carpet seems are failing Office 103: Drywall damaged by staples and thumb tacks Office Wing Staff Restrooms: Door in need of painting, low flow on exterior drinking fountain WIC Office: Toilet base loose, water stained ceiling tiles (3), graffiti on restroom door and ceiling
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:

School Facility Conditions and Planned Improvements

				D Wing Boy's Restroom: Restroom closed, in need of cleaning D Wing Girl's Restroom: Needs cleaning and was closed during time of inspection Girl's Gym Restroom: Pen mark on ceiling and TP stuck to ceiling. Restroom needs prep/paint, partitions scuffed
Electrical	X			B-4: Water stained ceiling tile (1), light out H-4: Chipped floor tile, corner broken on ceiling tile (1), broken light lens (2)
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		D Wing Boy's Restroom: Restroom closed, in need of cleaning D Wing Girl's Restroom: Needs cleaning and was closed during time of inspection F-5: Counter chipped, paint spots on ceiling, door needs to be painted, faucet loose on sink H-5: Sink faucet loose on sink Office Wing Staff Restrooms: Door in need of painting, low flow on exterior drinking fountain WIC Office: Toilet base loose, water stained ceiling tiles (3), graffiti on restroom door and ceiling
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			F-4: Siding dry rot Girl's Gym Locker Room: Siding showing signs of dry rot H-2: Floor tile chipped, siding showing signs of dry rot H-3: Siding showing signs of dry rot Office: Siding dry rot P-1: Siding dry rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			B-3: Water stained ceiling tiles (2), bottom of door to driveway has dry rot Gym: Playground basketball backboard needs replacement Snack Bar: Door checked, Used as storage

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	36	34	36	46	47
Mathematics (grades 3-8 and 11)	15	22	22	22	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	396	380	95.96	4.04	35.98
Female	191	182	95.29	4.71	40.00
Male	205	198	96.59	3.41	32.32
American Indian or Alaska Native	29	26	89.66	10.34	11.54
Asian	38	37	97.37	2.63	35.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	80	94.12	5.88	25.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	35.14
White	191	184	96.34	3.66	45.90
English Learners	56	55	98.21	1.79	14.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	287	274	95.47	4.53	27.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	57	95.00	5.00	12.28

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	396	379	95.71	4.29	21.64
Female	191	181	94.76	5.24	20.99
Male	205	198	96.59	3.41	22.22
American Indian or Alaska Native	29	26	89.66	10.34	3.85
Asian	38	37	97.37	2.63	18.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	81	95.29	4.71	11.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	21.62
White	191	183	95.81	4.19	29.51
English Learners	56	55	98.21	1.79	3.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	287	272	94.77	5.23	19.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	57	95.00	5.00	5.26

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)	24.09	23.19	26.10	26.99	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	147	138	93.88	6.12	23.19
Female	77	70	90.91	9.09	25.71
Male	70	68	97.14	2.86	20.59
American Indian or Alaska Native	11	8	--	27.27	--
Asian	12	12	100.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	8.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	18.75
White	76	72	94.74	5.26	34.72
English Learners	19	18	94.74	5.26	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	91	91.92	8.08	17.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	17	77.27	22.73	5.88

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	98.7%	98.7%	98.7%	98.1%	98.7%

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
Winship Middle School is committed to fostering parent engagement and creating a strong sense of belonging within our school community. Through a variety of initiatives and opportunities, we strive to strengthen the connection between families and the school, ensuring a supportive environment for all students. Student-Led Conferences and Ongoing Communication: Each year, Winship Middle School hosts student-led conferences, bringing together students, parents, and teachers to discuss achievements, set goals, and identify areas for growth. These conferences encourage meaningful conversations about student progress and foster collaboration. Additionally, parents and teachers can schedule conferences throughout the year to address specific concerns or celebrate milestones. For students requiring additional support, the school employs a team-based approach through the Student Study Team (SST). This team works closely with families to develop individualized plans that meet each student's unique needs. Community Schools: At Winship Middle School, we embrace the community school model, where partnerships between the school, families, and local organizations are integral to supporting student success. We collaborate with local businesses, non-profits, and community groups to provide resources and enrichment opportunities that address the academic, social, and emotional needs of our students. These partnerships also promote civic engagement and foster a sense of belonging. Our initiatives are supported by the Community Schools Grant and a dedicated Community Schools Liaison, who plays a key role in strengthening these connections. Through these efforts, we aim to build lasting relationships that enrich the educational experience and ensure every student has the tools they need to succeed. For more information about community school initiatives, please contact our Community Schools Liaison. School Events and Volunteering: Winship Middle School encourages parents to attend a variety of events throughout the year, from after-school performances to athletic competitions, celebrating student accomplishments and fostering a stronger sense of community. Key events include: Back to School Night in September School Information Night in January

2024-25 Opportunities for Parental Involvement

Parents are also invited to participate in volunteer opportunities, such as assisting in classrooms, supporting the After School Program, or helping in the library. Additionally, becoming a member of the Parent-Teacher-Student Association (PTSA) offers parents a chance to actively engage in school activities and decision-making processes.

Recognizing Student Achievement: Winship Middle School regularly celebrates student success through Awards Assemblies and our monthly Student of the Month celebrations. These events recognize academic and extracurricular achievements, highlighting the diverse talents and contributions of our students. Parents and community members are encouraged to take on leadership roles, join school committees, or participate in volunteer opportunities. Your involvement plays a vital role in enhancing the educational experience for our students.

For more information or to get involved, please contact the Winship Middle School main office at (707) 441-2489 or visit the school website for teacher contact details.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	436	420	117	27.9
Female	210	202	56	27.7
Male	226	218	61	28.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	29	28	8	28.6
Asian	42	42	6	14.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	96	92	31	33.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	41	41	10	24.4
White	211	201	58	28.9
English Learners	70	69	16	23.2
Foster Youth	--	--	--	--
Homeless	31	28	17	60.7
Socioeconomically Disadvantaged	316	305	95	31.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	71	69	27	39.1

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
12.47	15.46	14.45	6.71	8.03	7.35	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	0	0.46	0.05	0.05	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.45	0.46
Female	10.00	0.00
Male	18.58	0.88
Non-Binary	0.00	0.00
American Indian or Alaska Native	17.24	0.00
Asian	4.76	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	15.63	1.04
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	24.39	2.44
White	13.27	0.00
English Learners	11.43	0.00
Foster Youth	0.00	0.00
Homeless	25.81	3.23
Socioeconomically Disadvantaged	15.19	0.63
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.13	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 Winship Safe Schools Plan is reviewed and updated annually by the School Site Council with feedback from various community stakeholders. The school site council reviews and approves the comprehensive school safety plan annually before the end of January and is approved by the school board in February of each year.

The plan focuses on fostering a positive school climate and ensuring physical safety. As a PBIS (Positive Behavioral Interventions and Supports) school, Winship participates in a district-wide initiative that promotes and rewards positive behavior choices. Staff receive ongoing training to support the implementation of PBIS, which emphasizes safe, responsible, and respectful behavior.

Winship actively promotes activities and events that celebrate diversity and provide education to families about the diverse campus community. Additionally, the school conducts regular drills to prepare for fire, earthquake, and lock-down emergencies.

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	28	2	9	1
Mathematics	24	4	8	1
Science	32		3	2
Social Science	28	2	6	3

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	25	3	10	
Mathematics	28	1	10	
Science	31		4	1
Social Science	28	1	10	

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	5	7	3
Mathematics	20	4	3	1
Science	23	2	4	1
Social Science	25	4	3	4

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	0

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.5
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$8,695	\$2,062	\$6,633	\$50,322
District	N/A	N/A	\$8,833	\$67,397
Percent Difference - School Site and District	N/A	N/A	-28.4	-29.0
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-47.6	-54.1

Fiscal Year 2023-24 Types of Services Funded

Winship Middle School, as a Title I institution, is dedicated to offering a wide array of academic programs designed to provide students with the support and resources needed to succeed academically. For example:

MTSS Model and Intensive Intervention

The MTSS (Multi-Tiered Systems of Support) Team at Winship Middle School plays a critical role in ensuring that each student receives the appropriate academic, behavioral, and emotional support they need to thrive. This includes providing targeted academic interventions in ELA and Math. For students facing social-emotional challenges, the team collaborates closely with the Wellness Center, making referrals to offer students additional counseling or mental health support.

The MTSS Team also partners with essential school and community resources to create a comprehensive support network. This includes:

Collaborating with programs like Indian Education to ensure cultural and academic support for Native American students.

Facilitating referrals to the Student Study Team (SST) for students requiring more specialized academic interventions.

Working with the After School Education (ASES) program to provide enrichment and academic support outside of school hours.

English Language Learners (ELL) and Library Support

For English Language Learners (ELL), Winship Middle School provides personalized instruction through English Language Development (ELD) classes. In addition to classroom instruction, an EL tech works with students in small groups, offering targeted support that reduces the teacher-student ratio and ensures that each student receives the appropriate level of instruction based on their ELD proficiency.

Winship Middle School also benefits from partial funding for a dedicated library technician who plays a key role in supporting student learning and engagement. The library technician helps extend the library's hours of operation, providing students with additional opportunities to access resources, materials, and academic support outside of regular class hours. This extended access enables students to work on assignments, study for tests, or explore topics of interest, all while receiving guidance from the library technician to help them master their learning targets. Additionally, the library serves as a safe and welcoming space for students during unstructured times, such as lunch or after school. It offers an alternative to being on the open campus, providing a quiet environment for students to read, collaborate on projects, or engage in independent learning. By offering both academic support and a safe space for students, the library plays a vital role in fostering a positive and productive school experience for all students.

Special Education Programs

Winship Middle School offers comprehensive support for students with Individualized Education Plans (IEPs). These students receive services through Resource Supported General Education classes, Resource Classes the Learning Center, and Special Day and Therapeutic Support Classes, depending on their specific needs. This range of services ensures that all students receive the individualized support they require within inclusive educational settings.

Afterschool and Weekend Support

Winship Middle School provides an enriching afterschool program, led by ELOP (Expanded Learning Opportunities Program) leaders, which offers students academic reinforcement and additional support. This program also focuses on developing and expanding social skills and interactions, as well as providing students with opportunities to engage in groups and clubs to deepen their knowledge in specific areas. In addition to the afterschool program, Winship offers afterschool tutoring sessions conducted by credentialed teachers three days a week. These sessions give students extra academic support, helping them stay on track and reach their full potential.

Saturday Workshop and Alternative Support

Winship Middle School also offers Saturday Workshop as an alternative to out-of-school suspension, providing students with the opportunity to address academic challenges and behavioral concerns in a constructive setting. This program focuses on corrective behavior strategies while also providing academic support to help students re-engage with their education. Additionally, this year, Winship, in partnership with Community Schools, is offering a Student Reflection Room staffed by a Restorative Practices Support Specialist. This center attempts early intervention and restoration, giving students the opportunity to reflect, restore, and learn from their actions.

These diverse and targeted academic programs at Winship Middle School are designed to meet the individual needs of our students, ensuring they have the resources, support, and opportunities to succeed academically and reach their full potential.

Fiscal Year 2023-24 Types of Services Funded

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	\$46,858	\$54,930
Mid-Range Teacher Salary	\$68,005	\$85,386
Highest Teacher Salary	\$92,039	\$111,172
Average Principal Salary (Elementary)	\$103,216	\$136,564
Average Principal Salary (Middle)	\$124,593	\$141,339
Average Principal Salary (High)	\$128,480	\$153,241
Superintendent Salary	\$232,201	\$224,537
Percent of Budget for Teacher Salaries	25.04	28.69
Percent of Budget for Administrative Salaries	6.14	5.55

Professional Development

Winship Middle School is committed to the ongoing professional growth of its staff. This year, the staff is actively participating in Professional Learning Communities (PLCs) to foster collaboration and enhance instructional practices. Teachers receive in-service training through various avenues, including professional development days in August, staff collaboration days on Monday afternoons, and participation in local and national conferences. Additionally, opportunities are provided by the Humboldt County Office of Education. Teachers are encouraged to request training in areas of personal need as part of the administrative support for their professional goals. District instructional coaches assist teachers in aligning curriculum to the Common Core State Standards (CCSS) and implementing best practices in the classroom.

Recent professional development has focused on several key areas, including Visible Learning-Teacher Clarity, implementing Common Core State Standards, understanding and utilizing SBAC Assessments and SBAC Interim Assessments, Positive Behavioral Interventions and Supports (PBIS), and data-driven decision-making through the analysis of school achievement data. Other topics covered include implementing SPED accommodations and modifications, analyzing SWIS (School-Wide Information System) data to determine future PBIS needs, building positive rapport with students, Advancement Via Individual Determination (AVID), Keenan Safe Schools Training, goal setting for teachers, and instructional feedback.

Through these diverse opportunities, professional development at Winship Middle School equips educators with the tools and strategies needed to effectively support student success.

Professional Development

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	6	6	6