

Winton Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/ .

2025-26 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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Mission Statement:

Winton Middle School supports students as learners, leaders, and individuals by providing a safe, inclusive, and engaging environment where community and culture come together. Through meaningful relationships, rigorous learning, and ongoing support, students are empowered to grow academically, socially, and emotionally.

Vision Statement:

2025-26 School Description and Mission Statement

Winton Middle School is a community where every student feels valued, supported, and challenged to reach their full potential. When community and culture come together, students develop confidence, curiosity, and a sense of belonging that prepares them to succeed in school and beyond.

Winton Middle School Commitments:

*Maximizing student achievement: We ensure all students, regardless of ability level or socioeconomic status, have access to high-quality instruction and opportunities to reach their full academic potential, reflecting our mission to empower students to grow academically.

*Safe, supportive, and inclusive environment: We maintain a learning environment where students feel valued, supported, and included, reflecting our mission and vision of fostering belonging and community.

*Strengthening staff effectiveness: Through professional development and collaborative involvement, staff are supported to deliver effective instruction, aligning with our mission to empower students and strengthen learning outcomes.

*Enhancing instructional supports: We provide targeted resources, interventions, and enrichment opportunities to meet diverse student needs, supporting our mission to promote academic growth and social-emotional development.

*Promoting parent and community involvement: We actively engage families and community partners, building trust and shared responsibility for student success, reflecting our vision of when community and culture come together.

*Promoting lifelong learning: We collaborate with educational providers and community stakeholders to create continuous learning opportunities, preparing students for success beyond middle school.

*Involving parents/guardians in student development: Families are integral partners in students' academic and social growth, reinforcing our mission and vision of a school where students thrive through meaningful relationships and support.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	309
Grade 8	273
Total Enrollment	582

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Asian	5.5
Black or African American	6.5
Filipino	3.1
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	2.6
Two or More Races	4
White	0.5
English Learners	23.7
Homeless	1.4
Migrant	2.6
Socioeconomically Disadvantaged	87.1
Students with Disabilities	15.5

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.

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)	16.5	71.78	841.9	83.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	23.4	2.33	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.8	16.63	62.2	6.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	5.47	21.8	2.17	11953.1	4.28
Unknown/Incomplete/NA	1.4	6.08	58.3	5.79	15831.9	5.67
Total Teaching Positions	23	100	1007.9	100	279044.8	100

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	67.99	806	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.24	18.5	1.89	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.8	16.24	71.2	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.59	26.6	2.71	11746.9	4.23
Unknown/Incomplete/NA	2.5	10.85	59.5	6.06	14303.8	5.15
Total Teaching Positions	23.5	100	982	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	15.9	69.8	777.2	80.2	230039.4	100
Intern Credential Holders Properly Assigned	0	0	19.7	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	22.1	102.3	10.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.93	21.4	2.21	12112.8	4.34
Unknown/Incomplete/NA	1.3	6.08	48.3	4.99	13705.8	4.91
Total Teaching Positions	22.8	100	969.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	2	4.2
Misassignments	2.80	1.8	0.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.80	3.8	5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.20	0.1	0.4
Total Out-of-Field Teachers	1.20	0.1	0.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.1	7.5	8.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.3	6.8	0

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

2025-26 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 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	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)	0%
History-Social Science	Teacher's Curriculum Institute, History Alive, 2nd Edition, c2017	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

School Facility Conditions and Planned Improvements

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

December 2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	30	32	34	47	48
Mathematics (grades 3-8 and 11)	16	18	20	21	35	37

2024-25 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	583	564	96.74	3.26	30.14
Female	278	269	96.76	3.24	31.97
Male	305	295	96.72	3.28	28.47
American Indian or Alaska Native	0	0	0	0	0
Asian	32	29	90.63	9.37	48.28
Black or African American	35	33	94.29	5.71	24.24
Filipino	19	18	94.74	5.26	72.22
Hispanic or Latino	448	439	97.99	2.01	26.88
Native Hawaiian or Pacific Islander	19	17	89.47	10.53	35.29
Two or More Races	26	26	100.00	0.00	34.62
White	--	--	--	--	--
English Learners	139	130	93.53	6.47	1.54
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	512	498	97.27	2.73	28.11
Students Receiving Migrant Education Services	15	14	93.33	6.67	28.57
Students with Disabilities	89	85	95.51	4.49	11.76

2024-25 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	585	570	97.44	2.56	17.72
Female	278	271	97.48	2.52	14.02
Male	307	299	97.39	2.61	21.07
American Indian or Alaska Native	0	0	0	0	0
Asian	32	29	90.63	9.37	37.93
Black or African American	35	33	94.29	5.71	9.09
Filipino	19	19	100.00	0.00	47.37
Hispanic or Latino	448	439	97.99	2.01	16.17
Native Hawaiian or Pacific Islander	21	21	100.00	0.00	4.76
Two or More Races	26	26	100.00	0.00	19.23
White	--	--	--	--	--
English Learners	141	136	96.45	3.55	3.68
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	514	501	97.47	2.53	16.97
Students Receiving Migrant Education Services	15	14	93.33	6.67	28.57
Students with Disabilities	89	85	95.51	4.49	9.41

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.5	19.32	18.04	19	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	272	264	97.06	2.94	19.32
Female	126	123	97.62	2.38	13.01
Male	146	141	96.58	3.42	24.82
American Indian or Alaska Native	0	0	0	0	0
Asian	16	15	93.75	6.25	46.67
Black or African American	14	13	92.86	7.14	0.00
Filipino	12	12	100.00	0.00	25.00
Hispanic or Latino	203	198	97.54	2.46	18.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	26.67
White	--	--	--	--	--
English Learners	56	54	96.43	3.57	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	230	223	96.96	3.04	19.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	41	93.18	6.82	9.76

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.

2024-25 California Physical Fitness Test Participation Rates

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	92%	90%	93%	90%	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.

2025-26 Opportunities for Parental Involvement

Parents and guardians are encouraged to be active partners in the Winton community. Families can become involved in a variety of school activities, including School Site Council (SSC), English Learner Advisory Committee (ELAC), African American Student Achievement Initiative (AASAI), parent workshops, family engagement events, and volunteer opportunities both during and after the school day. Winton values family voice and collaboration and regularly seeks parent input to support student learning, school climate, and continuous improvement.

Information about parent involvement opportunities is shared through monthly parent newsletters, Peachjar messages, the school website, and during parent meetings. Families interested in getting involved or learning more about available opportunities may contact the Winton main office or the school administration team directly. Parents may also reach out to the Family Engagement Specialist or attend regularly scheduled SSC and ELAC meetings for additional ways to participate and stay informed.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	618	604	123	20.4
Female	294	287	47	16.4
Male	324	317	76	24.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	32	3	9.4
Black or African American	41	39	15	38.5
Filipino	19	19	2	10.5
Hispanic or Latino	470	461	90	19.5
Native Hawaiian or Pacific Islander	21	19	4	21.1
Two or More Races	25	25	7	28.0
White	--	--	--	--
English Learners	187	180	41	22.8
Foster Youth	--	--	--	--
Homeless	15	14	5	35.7
Socioeconomically Disadvantaged	545	534	113	21.2
Students Receiving Migrant Education Services	15	15	2	13.3
Students with Disabilities	95	94	25	26.6

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.69	2.54	4.21	4.9	5.4	4.97	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.18	0.16	0.07	0.1	0.07	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.21	0.16
Female	1.36	0.00
Male	6.79	0.31
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.03	0.00
Black or African American	12.20	2.44
Filipino	0.00	0.00
Hispanic or Latino	3.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.00	0.00
White	0.00	0.00
English Learners	5.35	0.00
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	4.40	0.18
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.26	1.05

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.

2025-26 School Safety Plan

The Winton School Site Safety Plan was extensively reviewed and revised during the 2025–2026 school year. All updates were communicated to both classified and certificated staff. The school’s disaster preparedness plan outlines procedures to ensure student and staff safety during emergencies, and fire, earthquake, and lockdown drills are conducted regularly so that all members of the school community are prepared to respond appropriately.

Safety is a top priority at Winton and is essential to maintaining a healthy and effective learning environment. Students are supervised throughout the day by teachers, administrators, and campus supervisors. Designated student drop-off and pick-up areas are in place, and all visitors are greeted by campus safety officers and escorted to the main office. The school utilizes the Share911 online application to communicate with staff during emergencies and to coordinate safety and disaster drills.

Winton has an active School Safety Committee composed of administrators, teachers, maintenance staff, campus supervisors, and other personnel. This committee collaborates to review and revise the School Site Safety Plan and to address ongoing safety concerns. Safety, health, and sanitizing protocols are reviewed and implemented regularly to ensure a safe environment for students, staff, and visitors.

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	26	6	18	2
Mathematics	24	5	16	3
Science	26	3	17	2
Social Science	26	3	17	2

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,715	\$6,639	\$8,076	\$83,315
District	N/A	N/A	\$11,202	\$119,254
Percent Difference - School Site and District	N/A	N/A	-32.4	-35.5
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-31.9	-21.8

Fiscal Year 2024-25 Types of Services Funded

Winton provides a range of programs and services designed to support students' academic, behavioral, and social-emotional needs. The school funds a full-time bilingual paraeducator who supports students and families by assisting with classroom instruction, language access, and communication between home and school. This support helps ensure that all students, including English Learners, have equitable access to instruction and school resources.

In addition, Winton is supported by a Behavior Support Specialist who works collaboratively with teachers, administrators, and support staff to address student behavior needs. This includes providing targeted interventions, supporting positive behavior strategies, and assisting with social-emotional skill development. Together, these services help create a safe, inclusive, and supportive learning environment that promotes student success.

The school provides additional academic support through a designated tutor who facilitates math support sessions. These sessions are targeted to students identified on the Academic Support caseload list and are designed to reinforce core math skills, address learning gaps, and provide supplemental instruction aligned to classroom learning. Participation is based on identified academic need, and the program serves as an added layer of support to help students access grade-level content.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$82,468	\$62,783
Mid-Range Teacher Salary	\$115,190	\$97,783
Highest Teacher Salary	\$137,376	\$128,020
Average Principal Salary (Elementary)	\$170,657	\$160,224
Average Principal Salary (Middle)	\$186,320	\$166,992
Average Principal Salary (High)	\$203,092	\$180,971
Superintendent Salary	\$320,943	\$313,465
Percent of Budget for Teacher Salaries	32.98%	30.05%
Percent of Budget for Administrative Salaries	6.05%	5%

Professional Development

Winton provides ongoing professional development opportunities to support high-quality instruction and continuous improvement. All certificated staff participate in monthly professional development during staff meetings, which focus on instructional best practices, student support strategies, schoolwide initiatives, and collaborative problem-solving aligned to site and district goals.

In addition, HUSD provides 3 district-wide PD days along with Winton's ten allotted minimum days each year to provide targeted training in key areas such as curriculum and instructional alignment, data analysis and assessment practices, English Learner supports, inclusive and equitable teaching practices, classroom management and positive behavior supports, social-emotional learning, and school safety procedures. These professional learning opportunities are designed to strengthen staff capacity, promote collaboration, and support the academic and social-emotional success of all students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3