



Winter Gardens Elementary School

8501 Pueblo Rd. • Lakeside, CA 92040 • (619) 390-2687 • Grades K-1

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx>

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District Governing Board

Keith Hildreth

Gelia Cook

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Kevin Howe

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District Administration

Dr. David Lorden

Superintendent

Dr. Andy Johnsen

**Assistant Superintendent of
Education**

Erin Garcia

Assistant Superintendent of Business

School Description

Winter Gardens Elementary is in Lakeside, California, in the County of San Diego. It is a K/1st language immersion school-of-choice site with close to 400 students that feeds into our 2nd-5th grade sister school, Riverview International Academy. Families from across San Diego County request inter-district transfers to attend our prestigious program exposing students to Spanish, Mandarin, music, NGSS, and the arts throughout their K-8 experience. Our bicultural staff provides a sound language program that empowers students with 21st-century skills to be exceptional future global leaders.

Cultural Proficiency and character education are pivotal to cultivate awareness and respect for other cultures, develop empathy for others, and empower students as future leaders of a global society. The Seven Habit's Leader in Me program promotes leadership development to prepare our students to be conscious, responsible global leaders. Parent involvement and an active PTSA are integral partners in making our instructional program possible. Thanks to their collaboration and volunteer work, we are able to fund our field trips, enrichment option, online programs, and other student support services to support our language immersion program.

Winter Gardens' vision is to prepare students to be 21st Century multi-lingual and culturally-competent global citizens. Our rigorous immersion Spanish and/or Chinese programs alongside our Leader in Me Program and cultural proficiency guide instruction to prepare conscious, global citizens with empathetic and competitive skills.

About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (619) 390-2687 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	190
Grade 1	178
Total Enrollment	368

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	1.1
Asian	2.7
Filipino	0.3
Hispanic or Latino	29.6
Native Hawaiian or Pacific Islander	0.5
White	58.4
Two or More Races	5.4
Socioeconomically Disadvantaged	18.2
English Learners	3
Students with Disabilities	3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Winter Gardens Elementary School	13-14	14-15	15-16
With Full Credential	13.5	16	16
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union School District	13-14	14-15	15-16
With Full Credential	♦	♦	15
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Winter Gardens Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	99.8	0.2
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials Year and month in which data were collected: 12/01/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	CA Wonders; McGraw-Hill; adopted in 2014 CA Maravillas, McGraw-Hill; adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math, McGraw-Hill; adopted 2015 Matematicas Diarias, McGraw-Hill; adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Percent of students lacking their own assigned textbook: 0
History-Social Science	Percent of students lacking their own assigned textbook: 0
Foreign Language	Speaking & Listening - Chinese Wonderland; adopted 2013 Reading & Writing - Meizhou Huayu; adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school was built in the late 1960s and underwent a recent renovation to ensure the safety of our young students and expand our site parking. Buildings and restrooms are clean, well-equipped, and in good working order. We have a KaBoom playground, and a fairly new multipurpose room with a cafeteria and student bathrooms. Our site is currently looking into adding additional shading space and exchanging one of our old bungalows for one where we can consult and provide support services for students.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: January, 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: 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 Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science				67	67		59	60	

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)

* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parental involvement is one of the greatest strengths of our language immersion program. Our parents are vital partners working hand-in-hand with our staff and students in multiple capacities. They serve as room parents, tutors, classroom/events volunteers, and wonderful fundraisers. Parents are also actively involved as parent leaders, helping to teach the 7 Habits of Happy Kids' Leader in Me curriculum, and volunteers in multiple events including: Festival de Otoño, The Chinese New Year Festival, the International Fair, Latino Heritage Celebration, Jog-a-Thon, International Day of Peace, Love of Reading Week, Eye on Science Week, and Grandparent's Day. Other opportunities for parental involvement include student performances, book fairs, PTSA Founder's Day community service celebration, Parent Information Nights, and Open House.

Parental involvement opportunities also include: PTSA events/meetings, School Site Council, Coffee with the Principal, and 7 Habits Parent Workshop meetings, and quarterly English Language Advisory Committee meetings. The PTSA also helps the school provide supplemental resources/programs, assemblies (BMX bikes for Red Ribbon Week), lead Mad Science for Eye on Science Week, and Chinese acrobats. Opportunities for parents in the governance and funding of the school, per LCFF, include: District LCAP parent feedback groups, School Site Council, District Advisory Committee, and District English Learner Advisory Committees.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

We are among the only districts which host a Community Safety Meeting twice a year with our fire, law-enforcement, county officials, and parent representatives in an effort to be up to date on safety protocol. Our first Community Safety Meeting this year was held in October, 2015. In addition, our site parents and staff reviewed and updated our site safety plan in September, 2015, to share with staff.

The key elements to our comprehensive safety plan include classrooms that are up to fire-department code, emergency & disaster plans, and clear communication protocols for staff and office. Information regarding safety is presented yearly at staff meetings and throughout the year. All classrooms and student areas are equipped with appropriate communication and an emergency disaster plan and materials located above fire extinguishers. Appropriate amounts of food, water, and first-aid supplies are stored in a cargo container near evacuation routes. A map is displayed in all classrooms indicating where students and staff are to meet in case of an emergency. Monthly, school-wide drills are conducted to ensure that all are best prepared in case of a real emergency.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.47	2.57	1.69
Expulsions Rate	0.08	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	25	23	25				5	8	8			
1			24						7			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.10
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	.25
Social Worker	0
Nurse	0.15
Speech/Language/Hearing Specialist	.5
Resource Specialist	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	376

* 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.

Professional Development provided for Teachers

Understanding that quality teachers play a key role in student achievement, our language immersion site is taking active steps to provide enriching professional development opportunities this year that help enrich the language instruction provided to our students. As an immersion site, our staff has participated in the following PD: Maravillas Curriculum roll-out, Common Core Math Training sessions, ACTFL Conference (SD), and Spanish Common Core Standards (SDCOE). Teachers are also developing their professional skills by sharing their expertise with other professionals in multiple settings including: CUE Technology Conference, Learning Headquarters, La Cosecha Dual Language Conference (New Mexico), and the County Dual Institute. We are currently in the process of creating after school workshops to share this knowledge with our district immersion and mainstream peers.

Through our joint district-union Teacher Effectiveness Framework, staff is provided a teacher-growth model to reflect and build on their teaching. Through this process, instructional leaders support teachers through formal and informal observations, instructional walk-throughs, teacher/admin reflections, and PD support is provided in various layers to meet individual teacher needs.

Additionally, our district is committed to weekly PLCs, providing teachers the opportunity to collaborate, analyze data, and plan instruction according to CCSS and student needs. Our RTI intervention/enrichment cycles are driven by various formative & summative assessments. Saturday Academy allows attendance recovery as students are provided 4 hours of academic reinforcement.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,683	\$42,723
Mid-Range Teacher Salary	\$66,486	\$65,936
Highest Teacher Salary	\$99,623	\$84,545
Average Principal Salary (ES)	\$109,021	\$106,864
Average Principal Salary (MS)	\$119,657	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$176,300	\$159,133
Percent of District Budget		
Teacher Salaries	42%	40%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our SSC helps our site budget our LCFF, Unrestricted and Supplemental funding.

Winter Garden's Base LCFF site funds 21st Century-focused education that develops mastery of the Common Core State Standards, Next Generation Science standards, target language (Spanish or Mandarin instruction, and 3rd language enrichment. In addition, our immersion language program provides students the primary target language instruction with 3rd language exposure, thanks to Chinese Interns and Spanish Teachers who provide an average of 30 minutes every week.

Understanding the importance of providing our language immersion teachers with the best practices, Unrestricted funding is utilized to provide professional development, and Spanish/Mandarin support resources. In addition, our Unrestricted funding supports arts integration, and the integration of Steven Covey's 7 Habits of Happy Kids for our character development program.

Supplemental funding is utilized to support student interventions, including RTI, English Learner, and Socio-economically disadvantaged students.

Major contribution to our quality instructional program also comes from family & community donations and fundraisers. The annual district-wide Run for the Arts fundraiser provides funding to support the arts in all schools. Through our site's annual Jog-A-Thon, Multicultural Fair, Festival de Otoño, and other fundraisers, our PTSA supplements our educational opportunities by paying for high-quality assemblies, field trip opportunities, arts integration, 7 Habits Parent Nights, online support intervention programs, target language teaching materials, and other classroom/site needs.

Bond allocations have allowed us to provide the school with technology including: MacBook Pro computers for every teacher, SMART Boards, docucams, and wireless access in every classroom, with an added iPad cart for our 1st grade team.

Aligned with Riverview International Academy (2nd-5th grade), our site's state and federal program evaluation standing equates to its high-achieving trajectory, which has placed our site at or above district, county, and state average. We are a 21st Century school making it happen today!

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,672	3	5,669	56,231
District	♦	♦	6,486	\$67,835
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			-12.6	-17.1
Percent Difference: School Site/ State			6.0	-18.6

* Cells with ♦ do not require data.