



Winter Gardens Elementary School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Lakeside Union School District

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District Governing Board

John Butz

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District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

**Assistant Superintendent of
Educational Services**

Erin Garcia

**Assistant Superintendent of
Business Services**

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 feed 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, 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 an awareness and respect for other cultures, develop empathy for others, and empower students as future leaders of a global society. The Seven Habit's program promotes leadership development to prepare our students to be conscientious, 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 options, 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 conscientious, 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 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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	187
Grade 1	178
Total Enrollment	365

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	1.6
Asian	5.2
Filipino	1.4
Hispanic or Latino	34.5
Native Hawaiian or Pacific Islander	0.3
White	52.1
Socioeconomically Disadvantaged	25.5
English Learners	3.8
Students with Disabilities	3.3
Foster Youth	0.5

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

Teacher Credentials			
Winter Gardens Elementary School	16-17	17-18	18-19
With Full Credential	16	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	281
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Winter Gardens Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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: 10/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>CA Wonders; McGraw-Hill; adopted in 2014</p> <p>CA Maravillas, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Math, McGraw-Hill; adopted 2015</p> <p>Matematicas Diarias, McGraw-Hill; adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Ciencias - Spanish, Pearson; adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Speaking & Listening - Chinese Wonderland; adopted 2013</p> <p>Reading & Writing - Meizhou Huayu; adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school was built in the early 1960s and underwent a renovation in 2014 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, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: 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.

Note: 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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded

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

Note: 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.

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded

Note: 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.

Note: 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.

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.

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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: The Chinese New Year Festival, the International Fair, Jog-a-Thon, International Day of Peace, Love of Reading Week, Eye on Science Week, and Red Ribbon Week. Other opportunities for parental involvement include student performances, Book Fairs, PTSA Founder's Day community service celebration, Parent Information Nights, and Open House.

Additionally, parental involvement opportunities include PTSA events/meetings, School Site Council, Coffee with the Principal, 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 State priority: School Climate (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 Safety Meeting this year was held in October 2018.

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 devices as well as 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	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.3	2.8
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
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 (non-teaching)	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	24	23				8	8	8			
1	22	23	22			1	7	8	7			
Other	24						1					

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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, 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, and WRITE Institute.

Through our joint district-union Teacher Evaluation, 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 professional learning and collaborations are driven by various formative & summative assessments and teacher observations.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.

Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,399	\$48,064
Mid-Range Teacher Salary	\$70,528	\$75,417
Highest Teacher Salary	\$105,680	\$94,006
Average Principal Salary (ES)	\$110,882	\$119,037
Average Principal Salary (MS)	\$121,177	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$203,490	\$183,692
Percent of District Budget		
Teacher Salaries	36.0	36.0
Administrative Salaries	6.0	6.0

* 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 for 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, docu-cams, and wireless access in every classroom, with an added 10 iPads for each teacher.

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 <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).

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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5449		5449	59142
District	◆	◆	8456	\$72,253
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-43.3	-19.3
Percent Difference: School Site/ State			-18.7	-22.6

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.