

Winter Gardens Elementary School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Lakeside Union School District
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District Governing Board

Kevin Howe

Bonnie LaChappa

Gelia Cook

Twila Godley

Keith Hildreth

District Administration

Dr. David Lorden
Superintendent

School Description

Winter Gardens Elementary was founded in the early 1960s. We are a unique Kindergarten public school. We have grown to incorporate a preschool servicing infants (0-18 months) and students with disabilities, as well as providing a preschool program for toddlers and children 2-4 years of age. In addition, we have a beautiful KaBOOM! Playground to ensure active, dynamic play, and exercise for preschool and kindergarten students. Winter Gardens is the kindergarten program for Riverview's trilingual program.

This school is very unique, offering a trilingual model with a 21st Century skills focus. The mission of the school is to provide students with a world-class trilingual instructional program such that they can speak, read, and write in three languages: to prepare them for an ever-developing world of technology, cultivate an awareness and respect for other cultures, and empower them as future leaders of a global society. This mission is based on the following beliefs: 1) The understanding of multiple languages and cultures promotes the development of multiculturalism and a harmonious world, 2) All students should have an opportunity to receive the best possible education and to see themselves as global students who understand the value and potential of their multicultural skills.

English-speaking students are taught Spanish, Mandarin Chinese and English. Students are taught these three languages for two distinct reasons. A person able to speak these three languages can communicate with 75 percent of the world's population. This is a great advantage in a competitive global society. In addition, teaching these three languages stimulates different parts of the brain and provides students the neural capacity to learn character-based and tonal languages as well as alphabetic-based languages. Research shows that younger is better when learning languages and there are numerous educational benefits resulting from multilingualism.

This trilingual model is unique in the world. In this model students receive 90 percent instruction in Spanish and 10 percent instruction in Mandarin Chinese in kindergarten and first grade at Riverview. English instruction is introduced in grade two (2) for approximately 20 percent of the instructional time and Chinese increases to 40 minutes, three times a week. The percentage of English instruction increases through the grades. Chinese instruction continues three times a week for forty minutes. All language instruction begins in kindergarten and progresses through the fifth grade. Students continue their language studies at Lakeside Middle School. Why do we teach students these three languages?

While our students learn three languages, they are outshining their monolingual peers on the California STAR assessment. Our API is currently 879 and this is a very high score in the state of California. The California STAR assessment measures English language arts and mathematics. Therefore, the average Riverview student achieves grade level proficiency in English and math, but also achieves grade-level proficiency in Spanish and novice high stages of Mandarin Chinese.

Multilingualism is not the only focus in helping fulfill the mission of this unique program. Twenty-first century skills and technology are an important focus. Technology is considered a fourth language and students use different forms of technology and multimedia beginning in kindergarten. Additionally, students are taught to think critically, collaborate, and use their creativity on a daily basis. The arts and PE are integrated daily to ensure the whole child is educated. The Seven Habit's Leader in Me program teaches students to take responsibility for their learning and their school. Through careful planning and integration of content, language, and 21st-century skills, Riverview staff, students, and families have created an exceptional educational program that is preparing students to be future global leaders.

Olympia Kyriakidis, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (619) 390-2687.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	185
Total	185

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	1.1
Asian	2.2
Filipino	0.0
Hispanic or Latino	30.8
Native Hawaiian/Pacific Islander	1.1
White	61.1
Two or More Races	2.2
Socioeconomically Disadvantaged	27.6
English Learners	2.2
Students with Disabilities	3.2

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	12-13	13-14	14-15
Fully Credentialed	100%	13.5	16
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	230
Without Full Credential	◆	◆	2
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Winter Gardens Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	14	8	

* "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

2013-14 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	100.00	0.00
Districtwide		
All Schools	99.72	0.28
High-Poverty Schools	99.65	0.35
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

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: 11/20/13	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Treasures 2010, McMillan/McGraw Hill adopted in 2010</p> <p>CA Tesoros (Spanish), McMillan/McGraw Hill adopted in 2010</p> <p>Chinese Wonderland & Singapore Chinese, both adopted in 2013</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>enVisionMath, Scott Foresman-Addison Wesley adopted in 2013</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Ciencias - Spanish, Pearson adopted in 2007</p> <p>Full Option Science System, Delta Education</p> <p>Science and Technology for Children, Carolina Biological</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>History Social Science for California, Scott Foresman adopted in 2006</p> <p>English and Spanish</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

The school was built in the late 1960s. The school grounds are maintained beautifully and offer a school garden, multiple play spaces, and an incredible view of the surrounding area. Buildings and restrooms are clean, well equipped, and in good working order. With the installation of a new KaBOOM! Playground and multipurpose room with a new cafeteria and student bathrooms, the site feels like a new school! Because of preschool growth, an existing portable classroom that served as a teacher's lounge/workroom, will be fully outfitted to be a preschool classroom. The teacher's lounge/workroom will be placed in the former cafeteria space and will be renovated. In addition, efficient parent drop-off and pick-up areas are being designed and improved.

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.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January, 2014				
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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	50			65	67	67	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	27	35		57	60	57	54	56	55
Math	44	46		51	53	54	49	50	50
HSS				43	49	48	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	1	1	
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-62	25	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-57	30	
Two or More Races			
Socioeconomically Disadvantaged	-60	40	
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

We have many opportunities for parent involvement and we welcome families to visit our school and participate in their child's education! We hold monthly PTSA meetings, School Site Council meetings and quarterly English Language Advisory Committee meetings. Parents are viewed as partners in their child's education at Riverview. Parents are asked to sign a commitment form each year along with staff and students outlining expectations and opportunities for involvement. Parents and community members are encouraged to become partners with the school as room parents, volunteers, and PTSA members. These opportunities include programs facilitated and implemented by parents. Two of these programs, Everyone a Reader and Riverview Readers help students read more and develop a love of reading. Additional programs include Arts Attack, which integrates art into the classroom and provides students an outlet for creativity, Riverview Robotics, and Chess Club.

Opportunities for parents in the governance of the school include service on the following committees: School Site Council, District Advisory Committee, both the site and District English Learner Advisory Committees and the GATE Advisory Committee.

Parenting classes are offered throughout the year at the site and district level. Great events bring the school, families, and the community together. The largest of these events is the International Fair. Last year, approximately 2,000 people attended the International Fair; children received passports and "traveled the world" experiencing games, foods, and crafts from different cultures. Additional large events include a Jog-a-Thon, International Day of Peace, Literacy Night and guest readers celebrating Love of Reading Week, a Science night celebrating Eye on Science Week, a family BBQ celebrating Our Heroes, a Chinese New Year Celebration, and Grandparent's Day. Other opportunities for parental involvement include student performances, book fairs, the Seven Habit's Leader in Me program, the PeaceBuilders program, robotics, PTSA Founder's Day community service celebration, bi-annual parent-teacher conferences, Parent Information Nights, and Open House.

With the help of PTSA, Riverview is able to provide a minimum of two field trips a year for each child. Parents are encouraged to chaperone field trips. The PTSA also helps the school provide high quality assemblies, such as BMX bikes for Red Ribbon Week, Mad Science for Eye on Science Week, Chinese acrobats, and the La Jolla Playhouse POP Tour.

Parental involvement is one of the greatest strengths of the Riverview program. Every day, parents make a difference for their children and all children on the Riverview campus. Contact people include our PTSA president and our volunteer coordinator. Please contact the school office for their contact information.

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

The site principal, fire department, and our school safety team, which is comprised of parents and teachers, revisits student safety protocols yearly. Staff, along with campus video cameras, help monitor grounds, ensuring student safety at all times.

Our safety plan follows a regional emergency management system utilized in east county districts through a federal grant. The key elements to our plan are classrooms that are up to fire-department code, updated emergency and disaster plans, and clear communication protocols among 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 plans 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 evacuation drills are conducted to ensure that all are best prepared in case of a real emergency.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.9	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.6	3.5	2.6
Expulsions Rate	0.0	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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		3
Percent of Schools Currently in Program Improvement		75.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	0.25
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22	25	23	2			0	5	8	0		
Gr. 1	24			0			3			0		
Gr. 2	22.5			1			1			0		
Gr. 4	33			0			0			1		
Gr. 5	33			0			0			1		

* Number of classes indicates how many classrooms 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,593	\$41,535
Mid-Range Teacher Salary	\$64,864	\$64,101
Highest Teacher Salary	\$97,193	\$82,044
Average Principal Salary (ES)	\$106,362	\$104,336
Average Principal Salary (MS)	\$116,738	\$107,911
Average Principal Salary (HS)	\$0	\$102,488
Superintendent Salary	\$172,000	\$155,309
Percent of District Budget		
Teacher Salaries	41	41
Administrative Salaries	6	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,799	7	4,792	67,356
District	♦	♦	5,776	\$67,643
State	♦	♦	\$4,690	\$67,289
Percent Difference: School Site/District			-17.0	-0.4
Percent Difference: School Site/ State			2.2	0.1

Types of Services Funded at Winter Gardens Elementary School

The district's expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. Approximately three-fourths of the revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

Winter Gardens/ Riverview offers exceptional programs for its students despite the impact on budgets this past year. State funding is used for curriculum to support instruction towards mastery of the state standards, integrating Spanish with content. Furthermore, our Chinese program is funded through state funding. Federal funding helps support student interventions for our English Learner and Socio-economically disadvantaged students.

Monies from Run for the Arts, a district fundraiser, help provide drama opportunities in conjunction with La Jolla Playhouse for upper grade students. District funds also provide for instrumental music instruction in the upper grades for interested students. PTSA funds also help pay for additional visual, dance, and music artists. PTSA funds also help pay for high-quality assemblies and field trip opportunities for every child. We also offer incredible enrichment programs thanks to donations from our community. These programs include Robotics, Chess Club, Chorus, guitar, and dance.

Funds from Prop V Bond provided the school with additional technology such as MacBook Pro computers for every teacher, SMART Boards, docucams, and wireless access in every classroom. Additional site funds as well as donations were used to increase the amount of computers in every classroom and provide computers for a computer lab.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

Professional Development provided for Teachers at Winter Gardens Elementary School

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.