Winter Gardens Elementary School

8501 Pueblo Rd. • Lakeside, CA 92040 • (619) 390-2687 • Grades K-1
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Lakeside Union School District
12335 Woodside Ave.
Lakeside, CA 92040
(619) 390-2600
http://www.lsusd.net/site/default.aspx?PageID=1

or Winter Gardens Elementary School

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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.

Whether in-person or in Distance Learning, 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 Keys of Success Positive Behavior interventions and Supports 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	190
Grade 1	169
Total Enrollment	359

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.6
Asian	2.2
Filipino	0.3
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.3
White	46
Two or More Races	7.8
Socioeconomically Disadvantaged	23.7
English Learners	5
Students with Disabilities	6.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Winter Gardens	18-19	19-20	20-21
With Full Credential	16	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Winter Gardens Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Winter Gardens has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.As an immersion school, we have adopted the California Wonders textbook and the Everyday Math textbook and use the Spanish versions for each. As an immersion school, supplemental materials do play a critical role in instruction.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2020

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	Ciencias - Spanish, Pearson; adopted in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Speaking & Listening - Chinese Wonderland; adopted 2014 Reading & Writing - Meizhou Huayu; adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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 added additional new shading space and hand-washing stations.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/27/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 10: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON SIDING. HOLE IN SKIRTING. 11: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR. 12: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING AND RAMP. 13: 4. CEILING TILE HAS A HOLE. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 14. HOLES ARE RUSTED THROUGH THE RAMP. 2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES. 5: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. 6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). CEILING TILE HAS A HOLE. RUBBER MOLDING IS MISSING. 14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY. 9: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON THE DOOR. 12. SOFT SPOT IN FLOOR (NORTHEASTB CORNER). 15. HOLE IN DOOR AT HANDLE. A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT. B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY. C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME. B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY. GIRLS REST ROOM: 6. BLACK WIDOW AT ENTRY.
Electrical: Electrical	Fair	2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES. 6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT. ADMIN: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. SPEECH: 7. LIGHT DIFFUSER IS BROKEN.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	12: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING AND RAMP. 5: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. ALL GENDER REST ROOM: 9. FAUCET HAS HIGH PRESSURE (SPRAYS OUT OF BASIN). B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 15: 11. PAINT IS PEELING ON EAVES. 2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME. 9: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON THE DOOR. 12. SOFT SPOT IN FLOOR (NORTHEASTB CORNER). 15. HOLE IN DOOR AT HANDLE. ADMIN: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. FOOD SERVICE: 11. PAINT IS PEELING ON EAVES. GIRLS REST ROOM: 11. PAINT IS PEELING ON EAVES. MPR: 11. PAINT IS PEELING ON DOORS.
Structural: Structural Damage, Roofs	Good	10: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON SIDING. HOLE IN SKIRTING. 11: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR. 12: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING AND RAMP. 9: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON THE DOOR. 12. SOFT SPOT IN FLOOR (NORTHEASTB CORNER). 15. HOLE IN DOOR AT HANDLE. A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT. LIBRARY: NO ENTRY (TESTING). 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	11: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR. 13: 4. CEILING TILE HAS A HOLE. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 14. HOLES ARE RUSTED THROUGH THE RAMP. 7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). CEILING TILE HAS A HOLE. RUBBER MOLDING IS MISSING. 14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY. 9: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON THE DOOR. 12. SOFT SPOT IN FLOOR (NORTHEASTB CORNER). 15. HOLE IN DOOR AT HANDLE. A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT. LIBRARY: NO ENTRY (TESTING). 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. PLAY COURTS: 14. TRIP HAZARDS.
Overall Rating	**Fair**	

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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA		N/A		N/A		N/A
Math		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20

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.

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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. Due to COVID this year, PTSA continues to support and involve the community VIRTUALLY by providing Virtual Lego Competition, Red Ribbon Week Dress-up, Virtual Family Paint Night, and Love of Reading Week.

Under normal conditions, our parents serve as room parents, tutors, classroom/events volunteers, and leaders in our fundraising efforts. Parents are also actively involved as parent leaders, helping to teach the 7 keys of excellence , 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 Keys of Excellence School-wide PBIS recognition efforts, Parent Workshop meetings, and quarterly English Language Advisory Committee meetings. These have shifted to a virtual setting due to the pandemic. 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 (School Year 2020-2021)
School safety is a high priority for our school and district. Our school has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. 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. The current School Safety plan was reviewed and discussed by our School Site Council on February 28, 2020. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Our safety plan has been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing.

Our campus is safe and secure for our students. In instances of emergency, we use an automated telephone system and emails to contact parents with pertinent information. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. (During the COVID pandemic, visitors and volunteers are not on campus.) All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator), on site for emergency use.

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 August 2020 as we continued to work on safety protocols during this pandemic.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	1196.7

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		8		23	2	6		30		6	2
1	22	1	7		23		8		26		6	2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

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 2019-2020 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 19-20 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,706	$50,574
Mid-Range Teacher Salary	$73,960	$76,649
Highest Teacher Salary	$110,824	$98,993
Average Principal Salary (ES)	$110,150	$125,150
Average Principal Salary (MS)	$125,091	$129,394
Average Principal Salary (HS)		$122,053
Superintendent Salary	$203,231	$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7769	0	7769	74933
District	N/A	N/A	7813	$76,958
State	N/A	N/A	$7,750	$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.6	-2.7
School Site/ State	0.2	-7.2

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

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at https://www.lsusd.net/domain/1503

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Farms is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: https://www.lsusd.net/Domain/808

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 within our classrooms, plus socioemotional learning. 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 Keys of Excellence school-wide PBIS recognition program, 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).

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.