# Winter Gardens Elementary School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)



## General Information about the School Accountability Report Card (SARC)

| SARC Overview | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. |
|---|---|
| | - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. |
| | - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. |
| | - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| DataQuest | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |

| California School Dashboard | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
|---|---|
| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2023-24 School Contact Information

| School Name | Winter Gardens Elementary School |
|---|---|
| Street | 8501 Pueblo Rd. |
| City, State, Zip | Lakeside, CA 92040 |
| Phone Number | (619) 390-2687 |
| Principal | Grace Cox |
| Email Address | gcox@lsusd.net |
| School Website | https://www.lsusd.net/winter-gardens/ |
| County-District-School (CDS) Code | 37681896038392 |

## 2023-24 District Contact Information

| District Name | Lakeside Union School District |
|---|---|
| Phone Number | (619) 390-2600 |
| Superintendent | Dr. Rhonda Taylor |
| Email Address | rtaylor@lsusd.net |
| District Website | https://www.lsusd.net/ |

## 2023-24 School Description and Mission Statement

Winter Gardens Elementary is in Lakeside, California, in the County of San Diego.  It is a TK-1st Grade language immersion school-of-choice site with close to 300+ 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 bilingual 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.

## 2023-24 School Description and Mission Statement

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 this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 171 |
| **Grade 1** | 135 |
| **Total Enrollment** | 306 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 54.9% |
| **Male** | 45.1% |
| **American Indian or Alaska Native** | 1.3% |
| **Asian** | 2.6% |
| **Black or African American** | 2.6% |
| **Filipino** | 1% |
| **Hispanic or Latino** | 45.8% |
| **Two or More Races** | 10.5% |
| **White** | 35.6% |
| **English Learners** | 8.8% |
| **Socioeconomically Disadvantaged** | 21.9% |
| **Students with Disabilities** | 5.9% |

## 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.

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.60 | 100.00 | 212.80 | 86.65 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.00 | 0.81 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 3.50 | 1.46 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 4.50 | 1.87 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 22.60 | 9.20 | 18854.30 | 6.86 |
| Total Teaching Positions | 15.60 | 100.00 | 245.60 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 14.80 | 100.00 | 217.30 | 90.52 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.80 | 0.77 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 1.10 | 0.50 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 5.70 | 2.40 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 13.90 | 5.81 | 15831.90 | 5.67 |
| Total Teaching Positions | 14.80 | 100.00 | 240.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022 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.

| Year and month in which the data were collected | 10/2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | CA Wonders; McGraw-Hill; adopted in 2014<br><br>CA Maravillas, McGraw-Hill; adopted in 2015 | Yes | 0 |
| **Mathematics** | Everyday Math, McGraw-Hill; adopted 2015<br><br>Matematicas Diarias, McGraw-Hill; adopted 2015 | Yes | 0 |
| **Science** | Amplify adopted in 2022 | Yes | 0 |
| **History-Social Science** | History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006 | Yes | 0 |
| **Foreign Language** | Mandarin Matrix adopted in 2018 | Yes | 0 |

## School Facility Conditions and Planned Improvements

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.

| Year and month of the most recent FIT report | 11/7/2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | :<br>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP. |
| **Interior:**<br>Interior Surfaces | | | X | 1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 11. PAINT IS PEELING ON EAVES. |

# School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| | | | 10: 4. CARPET IS SEPERATING AT SEAM. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. HOLE IN SKIRTING.<br>11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. RAMP IS SPONGY.15. HOLES RUSTED THROUGH BASE OF DOOR.<br>13: 4. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 14. HOLES ARE RUSTED THROUGH THE RAMP.<br>2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES.<br>3: 4. FLOOR TILES ARE BROKEN AT ENTRY.<br>6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO).<br>7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT)14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY.<br>A: 4.CARPET IS TORN. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT.<br>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON EAVES.<br>B: 4. CARPET IS TORN AND LIFTING. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS CHIPPING ON DOOR.<br>BOYS REST ROOM (NEAR 9): 4. FLOOR TILES ARE BROKEN. 9. ONE FAUCET IS LOOSE AT BASE. 12. FLOOR IS ROTTED AND IN DANGER OF COLLASPING.<br>BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY.<br>C: 4. CARPET IS LIFTING. CARPET IS TORN. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.<br>FOOD SERVICE: 4. CARPET HAS A HOLE.11. PAINT IS PEELING ON EAVES.<br>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP. |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW.10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP.<br>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.<br>9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE.<br>BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY. |
| **Electrical** | X | | SPEECH: 7. LIGHT DIFFUSER IS BROKEN. |

## School Facility Conditions and Planned Improvements

| Restrooms/Fountains:<br>Restrooms, Sinks/ Fountains | | X | | 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW.10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP. ALL GENDER REST ROOM: 8. TOILETS DO NOT FLUSH PROPERLY.<br>B: 4. CARPET IS TORN AND LIFTING. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS CHIPPING ON DOOR.<br>BOYS REST ROOM (NEAR 9): 4. FLOOR TILES ARE BROKEN. 9. ONE FAUCET IS LOOSE AT BASE. 12. FLOOR IS ROTTED AND IN DANGER OF COLLASPING.<br>C: 4. CARPET IS LIFTING. CARPET IS TORN. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. |
|---|---|---|---|---|
| Safety:<br>Fire Safety, Hazardous Materials | | X | | 1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 11. PAINT IS PEELING ON EAVES.<br>11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. RAMP IS SPONGY.15. HOLES RUSTED THROUGH BASE OF DOOR.<br>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW.10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP.<br>15: 11. PAINT IS PEELING ON EAVES.<br>2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES.<br>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.<br>9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE.<br>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON EAVES.<br>B: 4. CARPET IS TORN AND LIFTING. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS CHIPPING ON DOOR.<br>C: 4. CARPET IS LIFTING. CARPET IS TORN. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.<br>CUSTODIAN: 11. DOOR LEFT OPEN WITH STUDENTS PRESENT PROVIDING ACCESS TO CHEMICALS.<br>FOOD SERVICE: 11. PAINT IS PEELING ON EXTERIOR WALL.<br>FOOD SERVICE: 4. CARPET HAS A HOLE.11. PAINT IS PEELING ON EAVES.<br>GIRLS REST ROOM: 11. PAINT IS PEELING ON EAVES.<br>MPR: 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 11. PAINT IS PEELING ON DOORS. |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Structural:**<br>Structural Damage, Roofs | | | X | 10: 4. CARPET IS SEPERATING AT SEAM. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. HOLE IN SKIRTING.<br>11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. RAMP IS SPONGY.15. HOLES RUSTED THROUGH BASE OF DOOR.<br>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW.10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP.<br>2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES.<br>A: 4.CARPET IS TORN. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT.<br>GIRLS REST ROOM (NEAR 9): 12. DRY ROT ON SIDING.<br>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP. |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | 11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. RAMP IS SPONGY.15. HOLES RUSTED THROUGH BASE OF DOOR.<br>13: 4. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 14. HOLES ARE RUSTED THROUGH THE RAMP.<br>7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT)14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY.<br>9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE.<br>A: 4.CARPET IS TORN. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT.<br>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.<br>PLAY COURTS: 14. TRIP HAZARDS.<br>PLAYGROUNDS: 14. PLAY AREA IN NEED OF MORE WOOD CHIPS. |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | | X | |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | | | | | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | | | | | 33 | 34 |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **Science**<br>(grades 5, 8 and high school) | | | 31.33 | 33.02 | 29.47 | 30.29 |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

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

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.  Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

Winter Gardens Elementary School strives to foster and nurture a collaborative partnership between parents and the school. Parents are invited to partake in a multitude of enriching activities, such as rolling reader program, which encourages students to develop an immense appreciation for reading. Additionally, they may also be involved in the governance of the school by participating in School Site Councils or District Advisory Committees. Winter Gardens staff and parents participate in the LCAP process at the district and site levels to help develop goals and a plan to guide the work of the district and site. Furthermore, the International Fair, STEAM Challenges, Red Ribbon Week Dress-up, and Love of Reading Week are all organized by our PTSA, which facilitates a strong bond between families and the school community.

In light of the two years of the pandemic, Winter Gardens' PTSA has gone above and beyond to help make students feel secure and confident in the classroom by creating a Comfort Closet to provide for those who may lack financial stability. Through in-person and virtual avenues, such as student performances, book fairs, Parent Panel, Parent Information Nights, and Open House, Winter Gardens Elementary School offers innovative ways for parents to be involved in their children's education.

Parental involvement is one of the most powerful driving forces behind Winter Gardens Elementary School's success, and it constantly serves as a force for good, making a difference in all students' lives. Every day, Winter Gardens celebrates and cherishes its parent's contributions to the school community, as it is only through their dedication that our students are able to thrive and reach their fullest potential. Those interested in finding out more can contact our PTSA President or Volunteer Coordinator through the school office or view our official PTSA website at https://riaptsa.membershiptoolkit.com/.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 316 | 312 | 59 | 18.9 |
| Female | 172 | 171 | 35 | 20.5 |
| Male | 144 | 141 | 24 | 17.0 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 4 | 4 | 2 | 50.0 |
| Asian | 8 | 8 | 1 | 12.5 |
| Black or African American | 8 | 8 | 2 | 25.0 |
| Filipino | 3 | 3 | 0 | 0.0 |
| Hispanic or Latino | 149 | 146 | 34 | 23.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 32 | 32 | 4 | 12.5 |
| White | 110 | 109 | 16 | 14.7 |
| English Learners | 32 | 31 | 7 | 22.6 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 74 | 73 | 23 | 31.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 29 | 28 | 5 | 17.9 |

## C. Engagement

## State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.29 | 0.32 | 0.32 | 0.42 | 1.66 | 2.33 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.32 | 0 |
| Female | 0 | 0 |
| Male | 0.69 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0.67 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

## 2023-24 School Safety Plan

The Winter Gardens Elementary campus is a safe and secure campus. A perimeter fence deters the entrance except in front of the office. All gates on campus are locked at all times. All visitors, including parents, must sign in at the front office. The principal, staff, and a morning and lunch campus supervisor monitor campus security consistently throughout the school day. Security cameras also help to monitor campus safety.

The Winter Gardens Elementary School Safety Plan is a complete Safety Plan covering all areas designated by the state of California. The safety plan addresses Pandamic procedure, the physical environment, social environment and culture, emergency/disaster procedures, and school board policy and procedures. The safety plan is broken down into four key areas: mitigation and prevention, preparedness, recovery, and response. Safety procedures including fire, disaster, and lockdown drills are practiced throughout the year. The complete plan is on file, updated annually, and available at the school office. The staff reviews the plan before school starts, and changes are made to accommodate any new staff members and then drills are practiced throughout the school year. A flip chart outlining LUSD emergency procedures is posted in each classroom and the office.

Practice and training is ongoing with disaster drills varying in the type of disaster on a monthly basis. The Infinite Campus system is used for emergency communication. The system can be used with or without power from a cell phone, providing instant information to all parents. Community safety meetings are held with representatives from Winter Gardens, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. These meetings are designed to bring together local police and fire officials, planning officials, district and site administration to discuss and address safety issues concerning schools.

The safety plan was last reviewed by the School Site Council was on Sept 2023.

| |
|---|
| |

**D. Other SARC Information**

## Information Required in the SARC

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 18 | 7 | 2 | |
| 1 | 20 | 2 | 6 | |

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 25 | 3 | 3 | 1 |
| 1 | 23 | 1 | 6 | |

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 23 | 2 | 6 | 0 |
| 1 | 25 | 0 | 6 | 0 |
| 2 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 0 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | 1 |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 0.5 |
| **Resource Specialist (non-teaching)** | |
| **Other** | |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | 7769 | 0 | 7769 | 74933 |
| **District** | N/A | N/A | 7813 | $80,999 |
| **Percent Difference - School Site and District** | N/A | N/A | -0.6 | -1.7 |
| **State** | N/A | N/A | $7,607 | $88,288 |
| **Percent Difference - School Site and State** | N/A | N/A | -8.3 | -9.5 |

## Fiscal Year 2022-23 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 establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors the 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 socio-emotional learning. Supplemental funding is utilized to support student interventions for English Learner, and Socio-economically disadvantaged students.

The 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, School-wide PBIS recognition program, online support intervention programs, target language teaching materials, and other classrooms/site needs. We are a 21st Century school making it happen today!

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $51,461 | $54,046 |
| **Mid-Range Teacher Salary** | $76,571 | $84,515 |
| **Highest Teacher Salary** | $114,736 | $110,867 |
| **Average Principal Salary (Elementary)** | $119,201 | $136,841 |
| **Average Principal Salary (Middle)** | $138,823 | $141,477 |
| **Average Principal Salary (High)** | $0 | $137,985 |
| **Superintendent Salary** | $210,405 | $217,473 |
| **Percent of Budget for Teacher Salaries** | 33.49% | 32.43% |
| **Percent of Budget for Administrative Salaries** | 4.42% | 5.62% |

## Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development occurs several days before school starts as well as throughout the year. Professional Development has included higher-level questioning strategies, ELA unit alignments and performance tasks, immersion strategies and assessment, and technology. Kidwatch and Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. One intervention teacher is also available to support students with academic intervention needs. One MTSS Teacher on Special Assignment (MTSS TOSA) helps support the development of social/emotional/behavioral intervention systems at both Riverview and Winter Gardens Campus. One district contracted mental health specialist from Wellness Together is assigned to the school to support our students' mental health needs one day a week. 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 TOSA is also available to coach classroom management strategies and student behavior plans.

Lakeside Union School District continues to support principal growth through Professional Development. One type of professional learning opportunity we do at Riverview is a professional book study. A book study can be a powerful way for educators to drive their own learning. A book study is an effective form of professional learning because new learning can be immediately applied in the classroom. Teachers are involved in multiple sessions over time where there is continuous discussion around teacher clarity that has arisen from school data.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 10 | 12 | 10 |