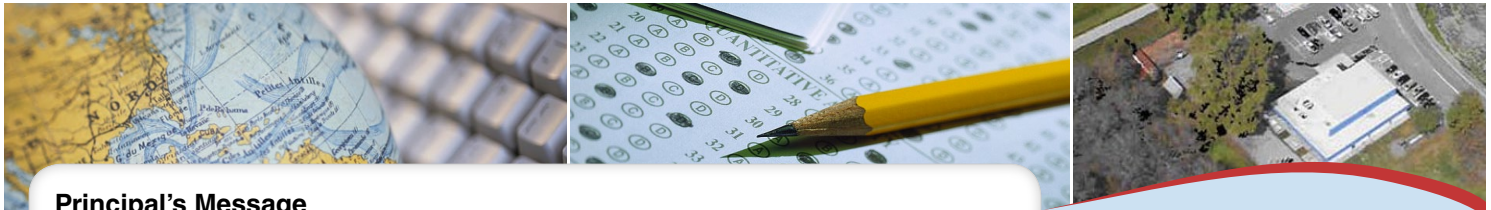


# Winship Elementary School

2012-13 School Accountability Report Card — Published During the 2013-14 School Year



## Principal's Message

Winship Elementary is a small rural school with high expectations for all students. At Winship Elementary, we are committed to celebrating the uniqueness of the individual and guiding each child to fulfillment of his or her potential. We believe all children can learn regardless of handicaps or limitations. We are committed to educating our students for positive and varied roles in society. We are a little country school with a big heart and an old-fashioned family-like environment. We have very small class sizes with highly qualified, credentialed teachers and offer individualized 1-on-1 attention from both teachers and aides. We continue to offer field trips, a drama program, and free bus transportation as well as a breakfast and lunch program.

Our goal is to provide educational experiences that will:

- Promote a literate student body
- Promote a responsible, confident attitude
- Establish an intrinsic need for lifelong learning
- Develop a strong sense of right and wrong
- Encourage students to accept new challenges and risk failure
- Encourage students to pursue academic excellence
- Teach students to value individual differences

The entire staff is dedicated to providing an environment that promotes and reinforces a safe and orderly campus so that each student can attain his or her potential. Consistent with our District Strategic Plan, each student and teacher has an individual list of goals to accomplish on a regular basis, updating them as necessary.

## District Mission Statement

As the keystone of rural education, rich in natural resources and deeply connected to one another, the land, and our global community, W-RESD will inspire and challenge students to achieve academic excellence and personal goals, develop character and confidence, and instill habits of learning that will sustain them throughout life; qualified, caring staff will deliver a superior learning experience with gracious professionalism, in cooperation with parents and the larger community.

## Beliefs:

- We believe all people are equal
- We believe integrity and honesty build trust
- We believe all human beings are accountable for their choices
- We believe responsibility builds character and self-esteem
- We believe hard work, determination, and perseverance lead to achievement
- We believe respect strengthens individuals and community
- We believe education provides opportunities

## Objectives:

Each student will:

- Set and achieve challenging academic and personal goals consistent with our mission and beliefs
- Make observable growth and character development consistent with our mission and beliefs
- Demonstrate growth in academic learning as measured by District and State assessment (e.g. CELDT, CST and District standards-based assessments)

## Parameters:

- All site decisions will be consistent with our mission and objectives
- We will not initiate any new program or service unless it contributes to achieving our mission, the benefits exceed the costs and, if relevant, provides for staff learning

*"We believe education provides opportunities."*

Kathy Anderson, Superintendent/Principal  
E-mail: [katherinea@sutter.k12.ca.us](mailto:katherinea@sutter.k12.ca.us)

4305 South Meridian Road  
Meridian, CA 95957  
Phone: (530) 696-2451

CDS Code: 51-71456-6053334  
Grades: K-8

[winship-robbins.sutter.k12.ca.us/  
Winship/Winship.aspx](http://winship-robbins.sutter.k12.ca.us/Winship/Winship.aspx)

## Governing Board

**Hassen Mohsen**  
*President*

**Janet Alonso**  
*Clerk*

**Dick Akin**  
*Member*

**Lynne Ferguson**  
*Member*

**Luis Prado**  
*Member*

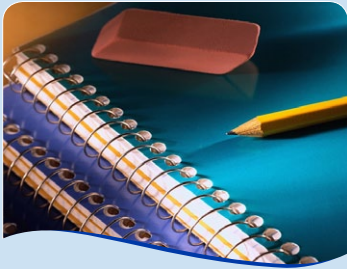
## Winship-Robbins Elementary School District

4305 South Meridian Road  
Meridian, CA 95957  
Phone: (530) 696-2451

[winship-robbins.sutter.k12.ca.us](http://winship-robbins.sutter.k12.ca.us)

## School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores, and achievements.



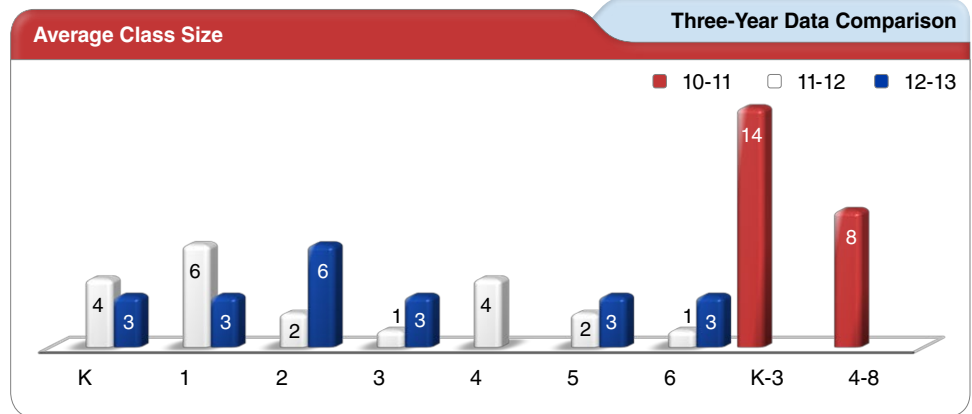
### Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates			
Winship ES			
	10-11	11-12	12-13
Suspension Rates	0.0%	0.0%	0.0%
Expulsion Rates	0.0%	0.0%	0.0%
Winship-Robbins ESD			
	10-11	11-12	12-13
Suspension Rates	3.0%	2.1%	0.5%
Expulsion Rates	0.0%	0.0%	0.0%

### Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



		Three-Year Data Comparison								
		10-11			11-12			12-13		
Grade		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K					1			1		
1					1			1		
2					1			1		
3					1			1		
4					1					
5					1			1		
6					1			1		
K-3		1								
4-8		2								

### Parental Involvement

It is a high priority at Winship Elementary to welcome and encourage parents to visit, volunteer, attend parent education sessions, and participate in decision-making meetings. Our school continues to look for and encourage parents to volunteer. Throughout the school year, a variety of opportunities are provided for parental involvement.

Community as well as parental involvement is seen through various committees and volunteers in school events.

Our SITE Council meets quarterly to discuss the needs of the school, to make suggestions regarding curriculum and/or expenditures, to make recommendations to the Board of Trustees, and to approve actions per the agenda. The committee consists of the Superintendent/Principal, two parents, and two staff members as voting members. These meetings are well attended by parents and voting members.

The Winship Parents' Club meetings are held once a month. Parents meet to determine school needs and to discuss what they might do to help. The Parents' Club is generous of their time and resources. Through fundraising efforts, they have been able to sponsor many field trips, purchase costumes and props for our annual winter programs, support many evening events with refreshments, and assist during daytime events. They have also purchased items such as soccer goals, bleachers for the school grounds, and filled our library with wonderful new books. The most recent purchases have included a new piece of playground equipment as well as a new storage shed for smaller PE equipment.

For additional information about organized opportunities for parent involvement at Winship Elementary, please contact Superintendent/Principal Kathy Anderson at (530) 696-2451 or katherinea@sutter.k12.ca.us.



### STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
Subject	Winship ES			Winship-Robbins ESD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	50%	56%	57%	44%	43%	42%	54%	56%	55%
Mathematics	42%	69%	67%	47%	51%	44%	49%	50%	50%
Science	❖	❖	❖	35%	33%	25%	57%	60%	59%
History-Social Science	❖	❖	❖	50%	71%	35%	48%	49%	49%



### Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

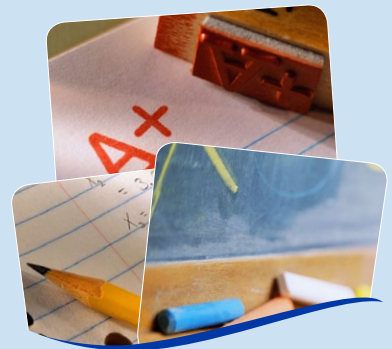
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR including tests, participation, groups, and scores by grade level, please visit [star.cde.ca.gov](http://star.cde.ca.gov).

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels		Spring 2013 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science	
All Students in the District	42%	44%	25%	35%	
All Students at the School	57%	67%	❖	❖	
Male	57%	57%	❖	❖	
Female	❖	❖	❖	❖	
Black or African American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	55%	82%	❖	❖	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or More Races	❖	❖	❖	❖	
Socioeconomically Disadvantaged	40%	60%	❖	❖	
English Learners	❖	❖	❖	❖	
Students with Disabilities	❖	❖	❖	❖	
Students Receiving Migrant Education Services	❖	❖	❖	❖	



❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district, or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/) for the API information guide and the API overview guide.

## API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	5 *	*	3 *
Similar Schools API Rank	*	*	*

## API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2013 Growth API and Three-Year Data Comparison								
	2013 Growth API						Winship ES – Actual API Change		
	Winship ES		Winship-Robbins ESD		California		10-11	11-12	12-13
Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API				
All Students	18	845	120	751	4,655,989	790	○	○	71
Black or African American	0	❖	0	❖	296,463	708	○	○	■
American Indian or Alaska Native	0	❖	0	❖	30,394	743	○	○	■
Asian	0	❖	6	❖	406,527	906	○	○	■
Filipino	0	❖	0	❖	121,054	867	○	○	■
Hispanic or Latino	8	❖	84	723	2,438,951	744	○	○	■
Native Hawaiian or Pacific Islander	0	❖	0	❖	25,351	774	○	○	■
White	10	❖	30	845	1,200,127	853	○	○	■
Two or More Races	0	❖	0	❖	125,025	824	○	○	■
Socioeconomically Disadvantaged	12	803	96	734	2,774,640	743	○	○	■
English Learners	6	❖	61	686	1,482,316	721	○	○	■
Students with Disabilities	4	❖	15	640	527,476	615	○	○	■

■ Data are reported only for numerically significant groups.

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

\* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

○ Winship Elementary School had fewer than 11 valid STAR test scores. No reliable API can be calculated with so few scores. Without API scores growth data changes and comparisons cannot be made.



### Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria		2012-13 School Year	
	Winship ES	Winship-Robbins ESD	
<b>Met Overall AYP</b>	Yes	No	
<b>Met Participation Rate</b>			
English-Language Arts	Yes	Yes	
Mathematics	Yes	Yes	
<b>Met Percent Proficient</b>			
English-Language Arts	Yes	No	
Mathematics	Yes	No	
<b>Met API Criteria</b>	**	No	
<b>Met Graduation Rate</b>	×	×	

### Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2013-14 School Year	
	Winship ES	Winship-Robbins ESD	
<b>Program Improvement Status</b>	Not Title I	In PI	
<b>First Year of Program Improvement</b>	◇	2013-2014	
<b>Year in Program Improvement</b>	◇	Year 1	
<b>Number of Schools Identified for Program Improvement</b>		1	
<b>Percent of Schools Identified for Program Improvement</b>		50.00%	

- ◇ Not applicable.
- \*\* The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores.
- ×
- ◇ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Percentage of Students Meeting Fitness Standards	
2012-13 School Year	
Grade 5	
Four of Six Standards	◇
Five of Six Standards	◇
Six of Six Standards	◇
Grade 7	
Four of Six Standards	◇
Five of Six Standards	◇
Six of Six Standards	◇



### Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2013-14 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



### Textbooks and Instructional Materials

Both school sites within Winship-Robbins Elementary School District have sufficient and good-quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students have access to and are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Because of the changes in the Common Core Standards, our District teachers are adding expository texts to the current reading curriculum that we use. Some examples include publications such as Ranger Rick, Scholastic News, and online newspapers.

Public hearings are held yearly; the most recent one was October 9, 2013.

Textbooks and Instructional Materials List		2013-14 School Year
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2003
English-Language Arts	Holt, Rinehart, and Winston (6-8)	2003
Mathematics	MacMillan/McGraw-Hill (K-6)	2008
Mathematics	Glencoe/McGraw-Hill (7-8)	2008
Science	Macmillan/McGraw-Hill (K-5)	2007
Science	Holt, Rinehart, and Winston (6-8)	2007
History-Social Science	Macmillan/McGraw-Hill (K-5)	2007
History-Social Science	Holt, Rinehart, and Winston (6-8)	2007

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2013-14 School Year
Winship ES	Percent Lacking	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual and Performing Arts	0%	
Foreign Language	✦	
Health	0%	

### Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2013-14 School Year
Data Collection Date	09/2013	

✦ Not applicable.

### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor.

School Facility Good Repair Status		2013-14 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>			Good
<b>Date of the Most Recent School Site Inspection</b>			10/28/2013
<b>Date of the Most Recent Completion of the Inspection Form</b>			10/28/2013

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2013-14 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Electrical	Replace light fixtures in Bus Barn. Planned repair in Spring/Summer 2014.	
External	Roof needs to be replaced. Repairs made Fall 2013; replacement planned in the 2014-15 school year.	

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

### School Facilities

Winship Elementary was rebuilt in 1997 following a flood in the area. The school offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. The school provides up-to-date facilities and adequate space for students and staff. Winship Elementary is comprised of a music room, library, kitchen, large multi-purpose room, and three classrooms. The school also enjoys a spacious playground with playground equipment, bars, and a tennis/volleyball court, as well as grassy fields for running, sports, and games. The school is surrounded by orchards and fields in a rural setting 10 miles south of Meridian, the nearest town, and is in a lovely pastoral environment.

In the evenings and during the day, a maintenance and custodian team ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Winship to ensure all classrooms and facilities are maintained to a degree of adequacy.

Winship Elementary School's work environment for students and staff reflects the standards of both our school and our community. District personnel inspect our school regularly. In addition, necessary repairs and maintenance are continuously being done to keep a safe facility. As responsible members of the community, we take pride in our school environment by maintaining a clean and well-groomed campus.

### Types of Services Funded

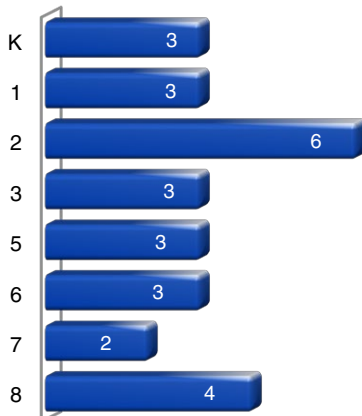
These programs and Supplemental Educational Services (SES) are provided at the schools either through categorical funds or other sources that support and assist students:

- Economic Impact Aid (EIA)
- Title I
- Title II
- Title IV
- Gifted and Talented Education (GATE) (funds are flexed into General Fund)
- School Safety and Violence
- School Library Block Grants (funds are flexed into General Fund)
- Class Size Reduction
- Response to Intervention

## Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

2012-13 Enrollment by Grade



## Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. In 2011-12 we focused on strategies for teaching English Learners as well as planning implementation of our Strategic Plan goals.

The District has a minimum student attendance day one day a month, seven times a year, at which all District teachers meet for staff development in the afternoon.

Beginning teachers participate in BTSA through the Tri-Counties BTSA Induction Program as well as the Yolo-Solano BTSA Induction Program.

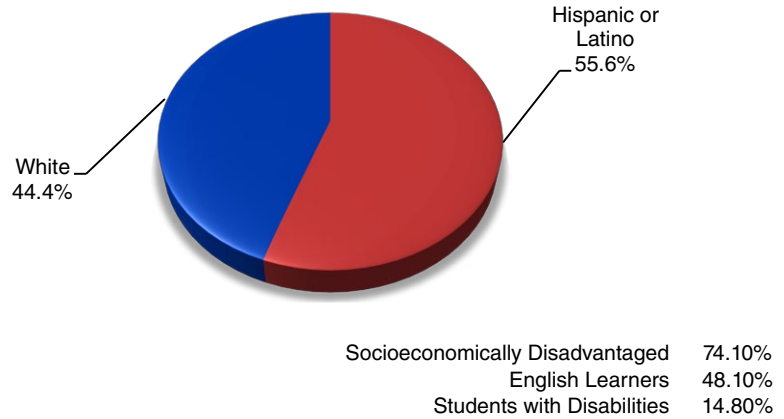
In 2010-11, there were 4.25 days and in 2011-12, there were 4.5 days dedicated for professional development. For 2012-13, 6.5 days were dedicated to professional development. Also in 2012-13, teachers were offered a day-long workshop in Explicit Direct Instruction. They spent two more full days before school started in trainings including Differentiated Instruction and instructional strategies for English Learners. There were also seven minimum days when, in the afternoons, teachers were given additional training in all of the above, plus working on the transition to the CA Common Core State Standards. We had additional days for individual coaching for English Learner strategies.

## Enrollment by Student Group

The total enrollment at the school was 27 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2012-13 School Year



## School Safety

Winship Elementary is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

**School Crime Assessment:** Winship Elementary provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.

**Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.

**Disaster Procedures:** In order to ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness.

**School Discipline:** Winship Elementary has created a schoolwide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the schoolwide standards.

**Procedures to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.

**Sexual Harassment Policy:** Winship Elementary strictly adheres to District policies that prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year in the Student/Parent Handbook and to employees in the Employee Handbook. Employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.

**Schoolwide Dress Code:** Winship Elementary believes a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.

**Safe and Orderly Environment:** Winship Elementary believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, instructional aides, and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty February 2013.



### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov/](http://www.ctc.ca.gov/).

Teacher Credential Information	Three-Year Data Comparison			
	Winship-Robbins ESD	Winship ES		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	12	2	2	2
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Winship ES		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Winship ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	◇	◇

◇ Not applicable.



*"We believe hard work, determination, and perseverance lead to achievement."*

### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2012-13 School Year	
<b>Academic Counselors</b>	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	◇
<b>Support Staff</b>	
Psychologist	0.10
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.00
<b>Other</b>	
Classroom Aide	1.59

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2011-12 Fiscal Year	
<b>Total Expenditures Per Pupil</b>	\$9,060
<b>Expenditures Per Pupil From Restricted Sources</b>	\$2,336
<b>Expenditures Per Pupil From Unrestricted Sources</b>	\$6,724
<b>Annual Average Teacher Salary</b>	\$43,174



## Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



## Financial Data

The financial data displayed in this SARC is from the 2011-12 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2011-12 Fiscal Year	
	Winship-Robbins ESD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$33,770	\$38,719
<b>Mid-Range Teacher Salary</b>	\$40,685	\$55,637
<b>Highest Teacher Salary</b>	\$59,575	\$70,797
<b>Average Elementary School Principal Salary</b>	◇	\$90,284
<b>Average Middle School Principal Salary</b>	◇	\$94,675
<b>Superintendent Salary</b>	\$70,000	\$104,272
<b>Teacher Salaries — Percent of Budget</b>	30%	35%
<b>Administrative Salaries — Percent of Budget</b>	5%	7%

## Financial Data Comparison

This table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Winship ES</b>	\$6,724 ★	\$43,174
<b>Winship-Robbins ESD</b>	\$6,724 ★	\$41,172
<b>California</b>	\$5,537	\$57,720
<b>School and District — Percent Difference</b>	0%	+4.9%
<b>School and California — Percent Difference</b>	+21.4%	-25.2%

◇ Not applicable.

★ Expenditures are not tracked by site; they are tracked by district only.

## School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/). Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2013.