

Frank Sparkes Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Frank Sparkes Elementary School
Street	7265 West Almond Ave.
City, State, Zip	Winton, CA 95388-0008
Phone Number	(209) 357-6180
Principal	Ka Vang
Email Address	kvang@winton.k12.ca.us
Website	www.winton.k12.ca.us
County-District-School (CDS) Code	24-65870-6025829

Entity	Contact Information
District Name	Winton School District
Phone Number	(209)357-6175
Superintendent	Randall W. Heller
Email Address	rheller@winton.k12.ca.us
Website	www.winton.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Principal's message:

Welcome to the 2019-2020 school year! The staff and I are excited about continuing to create an optimal learning environment for all of our students. Our school believes in the success of every student. Our mantra is "Education is an Economic Equalizer". With this belief, we work hard to provide a quality education with high academic rigor for every child every day. We are building a culture of valuing education and enthusiasm for learning. Thus, our goal is to produce proficient students who will be career and college ready in order to compete in this competitive global society. We engage our students to high academic achievement and engage the students in meaningful, purposeful, and engaging lessons and activities. We are committed to the success of all students and strive to meet their individual needs. In addition to the classroom teachers, we also have support staff to work with students in their areas of deficiencies. We have Mrs. Garcia as our Literacy Coach to help our students with reading and writing. Our math coach is Mrs. Medrano. The coaches work with our regular classroom teaching staff to differentiate the learning experience to bring out the best of all students.

A key component of teaching the California Common Core standards is for students to use a Chromebook to increase their technological experiences in these digital times. Chromebooks are important in a world where typing skills and computer literacy are increasingly necessary and engaging children with computers at an early age will enable them to reap the benefits in later life. The CAASPP testing system is built with important Interim testing components which give the students experience with the test format and data for teachers concerning students' strengths and weaknesses and the final Summative testing in the spring. The new CAASPP Common Core testing is now done on the computer, so this also gives them practice to be familiar with how to read and write on the computer before testing.

We will continue to participate in our awards program, academic competitions, Accelerated Reader, the Merced County Spelling Bee, Junior Olympics, and the Merced County Writing Festival.

Parents, thank you so much for your incredible support of our school and programs. I welcome any volunteers to help in the classrooms, events, and our site council. As the principal of this school, I am so very proud of the work that we do with our students each day. Last year, our students worked very hard on their studies and behaviors. I cannot begin to count the number of awards given at the awards assemblies to reward student achievement. I am so proud of these students and their commitment to their academic and social education. We appreciate the support and involvement of our parents and families. Students are more successful in school when they know education is a priority in the family's life. Students are excited to see their parents in the audience when they receive their award at the awards assemblies and performances. We have several parents that volunteer daily to help in the classroom and help the teacher to prepare materials. Our Sparkes School Site Council membership is growing and is another opportunity for parent involvement.

Frank Sparkes Elementary has a history of academic excellence. The students and staff have proven over and over again that our students are able and choose to succeed in learning the California state standards. We have been implementing the California Common Core State Standards and were successful in our testing.

Thank you for taking an interest in the education of all our students.
Ka Vang, Principal

School Description

The Winton School District is located in the unincorporated city of Winton, California. It is a small rural community with a population of about 10,000. We are located at approximately the geographic center of California in the heart of our state's central valley. Winton is a short drive from many famous California landmarks; Sacramento is 90 miles to the north, San Francisco is 100 miles to the northwest, Fresno is 60 miles to the south and Yosemite National Park is 70 miles to the East. Winton is part of Merced County, near the city of Merced (the county seat) which is about seven miles south of Winton.

Our area is predominantly agricultural and our farmers grow almost everything. We continue to be "A small town that is big on education."

Frank Sparkes Elementary School is part of the Winton School District, an elementary district with four school sites. There are three preschool through fifth grade sites, and one middle school 6th through 8th grades. There are approximately 2,051 students in this ethnically diverse community located in Merced County.

Frank Sparkes School supports the Winton School District's mission is to "Prepare all students to become responsible members of a democratic society." Our middle school graduates primarily attend Atwater High School which is two miles away and a very few attend Buhach Colony High School which is 5 miles away. Merced Jr. College is located in Merced and the new UC Merced is located to the northeast of Merced. California State University Stanislaus is located 18 miles to the north and runs a satellite program at Merced College.

The student population in October 2019 is comprised of 84.07% Hispanic; 9.85% White; 5.45% Asian; 0.42% Black; and .021% other. The student population is over 88.70% free and reduced lunch, 57% English Learners and 10% reclassified and initial IFEP. There is a high mobility factor in our school.

Frank Sparkes supports the vision that "The WSD is committed to closing the gap and achieving high proficiency levels for all students." Frank Sparkes School is involved in raising the proficiency level of all students by Instructional Focus, Assessment, Tutorials, Enrichment, Maintenance and Monitoring. We believe that effective schools can teach all students, have high expectations, a vision, leadership that focuses on the vision, an aligned strategic planning process and uses a "Plan-Do-Check-Act Instructional Process." We are implementing the Common Core State Standards and strategies and structuring our instruction to reflect Common Core practices. We use Accelerated Reader, Reading Eggs, and Study Island computer software to allow our students to learn foundational skills in K-2 and standards' practice in 3rd-5th along with differentiated instruction to align with the CA State Standards and ensure individual student academic needs are being met on a daily basis.

Frank Sparkes School is a preschool through fifth grade campus with approximately 529 students. (October 2019). We have a media/library center, a cafeteria that serves free breakfast as well as free lunch to all students, one to one Chromebooks in all classrooms. In addition to our dynamic staff, we employ a health aide, and provide speech, counseling, and psychological services.

Mission Statement:

Our mantra is "Education is an economic Equalizer". Thus, our staff is united in providing a high quality education so our students can choose any profession they want.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	66
Grade 1	74
Grade 2	83
Grade 3	79
Grade 4	61
Grade 5	81
Total Enrollment	444

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.7
Asian	4.5
Hispanic or Latino	85.8
White	8.6
Socioeconomically Disadvantaged	95.5
English Learners	57.4
Students with Disabilities	6.8
Foster Youth	0.7
Homeless	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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	21	22	97
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, 2017	Yes	0%
Mathematics	McGraw-Hill - 2014	Yes	0%
Science	Macmillan/McGraw-Hill - 2007	No	0%
History-Social Science	Harcourt - 2006	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 condition.

In addition to the media center, other instructional space includes 13 permanent classrooms and 14 permanent portables.

Regular maintenance of the facility is a commitment of the District Maintenance Plan to ensure regular painting and upkeep in accordance with standards for optimal safety and comfort. Custodians clean each of the rooms every day. The District provides maintenance technicians and groundskeepers to manage and tend to routine and unexpected repairs.

The cleanliness of the grounds and restrooms is good and we have a person who checks and performs any needed cleanup during the time students are in school. The two full-time custodians work after the regular school day ends. The maintenance staff performs daily preventative maintenance.

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 overall rating

Year and month of the most recent FIT report: 12-16-19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	56	61	47	52	50	50
Mathematics (grades 3-8 and 11)	45	47	35	38	38	39

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	229	229	100.00	0.00	61.14
Male	105	105	100.00	0.00	48.57
Female	124	124	100.00	0.00	71.77
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	200	200	100.00	0.00	59.50
Native Hawaiian or Pacific Islander					
White	21	21	100.00	0.00	71.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	219	219	100.00	0.00	60.73
English Learners	131	131	100.00	0.00	52.67
Students with Disabilities	20	20	100.00	0.00	30.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	65.00

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	229	229	100.00	0.00	47.16
Male	105	105	100.00	0.00	41.90
Female	124	124	100.00	0.00	51.61
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	200	200	100.00	0.00	46.50
Native Hawaiian or Pacific Islander					
White	21	21	100.00	0.00	42.86
Two or More Races					
Socioeconomically Disadvantaged	219	219	100.00	0.00	45.66
English Learners	131	131	100.00	0.00	38.93
Students with Disabilities	20	20	100.00	0.00	20.00
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	35.00

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.1	18.1	10.8

Note: 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.

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 2019-20)

You are an important and valuable member of the partnership that works as a team to educate your child. The more actively involved you are in your child's education, the greater opportunity there is for success! You can be involved in a variety of ways, such as:

- Emphasize the importance of school and of being here every day.
- Schedule a time and place for your child to do his or her homework.
- Assist your child with homework and listen to him or her read.
- Assist in the classroom.
- Prepare projects at home.
- Listen to children read.
- Correct papers.
- Attend parent teacher conferences.
- Be involved on school-based committees.
- Chaperone study trips and special events.
- Attend meetings, conferences, workshops, and parent education nights.
- Join and participate in the School Site Council (SSC) and/or Site English Learner Advisory Committee (SELAC).

For more information on how to become involved, contact Ka Vang, Principal, at (209) 357-6180.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.0	0.6	0.2	3.1	3.2	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Frank Sparkes Elementary School's Safety Plan is part of the district-wide plan, which is reviewed annually. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in August. The plan was last updated March 13, 2017 and will be in effect until 2022. If new Board policies are adopted, those are shared with the staff immediately following the Board meeting. The Safety plan includes specific plans for lockdowns, fires, earthquakes, and other major catastrophes. Fire drills are held monthly, with debriefing afterwards. Lockdown and earthquake drills are held every quarter, also with debriefing afterwards. Visitors are required to register at the office before going onto campus. Each visitor signs in and is issued a visitor's tag, which is to be worn in plain sight while on campus. Visitors also must sign out when leaving. The School District Safety drills will be incorporated into quarterly practices. The district updated the Visitor Policy this Fall, making each school a "closed campus" and update procedures for visitors on campus.

Periodically, we have in-service meeting with the Merced Sheriffs Department, or firefighters regarding safety on campus. In August of 2018, WSD staff members attended an "Active Shooter" Training at WMS.

The traffic flow is an issue that we continue to work with our Community Officer to correct. Parents have been given a map with traffic flow and parking/ no parking areas. We have a staff member crossing students in the parking lot and we have hired a crossing guard to cross students on Almond Ave. Students are released at walking and car gates manned by staff members. The front pedestrian gate near the office is electrically monitored and visitors must be buzzed in to have campus access. There are several surveillance cameras installed around the campus. Fire, earthquake, and lockdown drills are practiced. Campus security is a priority, and concerns are handled immediately.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	25		3		25		3		22	1	2	
1	24		3		20	3	1		25		3	
2	21		3		24		3		21	1	3	
3	25		3		21	1	2		26		3	
4	26		3		26		3		31		2	
5	26		3		26		3		27		3	
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.33
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.50
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,078.26	\$1,315.74	\$6,762.52	\$79,482
District	N/A	N/A	\$8,302.32	\$76,938.00
Percent Difference - School Site and District	N/A	N/A	-20.4	-1.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-1.9	-7.0

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

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

Types of Services Funded (Fiscal Year 2018-19)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title III (Limited English Proficient Students)
- After School Education and Safety
- Special Education
- State Preschool
- LCFF
- National School Lunch Program
- Band and Choir
- Athletics

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,842	\$49,378
Mid-Range Teacher Salary	\$70,252	\$77,190
Highest Teacher Salary	\$98,507	\$96,607
Average Principal Salary (Elementary)	\$121,912	\$122,074
Average Principal Salary (Middle)	\$116,037	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$189,102	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The implementation of the Common Core State Standards is continuing. Students and teachers are using the skills necessary for the Common Core State Standards: communication, collaboration, creativity, and critical thinking.

For year 2019-2020, the Winton School District will continue its focus on providing collaboration dates for all grade levels and training in math and science Common Core standards. The professional development will be offered during school workshops. School administrators and coaches will provide support and any needed supplemental materials to help teachers deliver learned instructional methods.

For the 2018-2019 school year, Winton School District focused the professional development time to the Common Core State Standards: the implementation, and materials to make the paradigm shift. Winton School District had CAASPP (California Assessment of Student Performance and Progress) training days for all of its teachers. These trainings focused on English Language Arts and Math taught using Common Core strategies and materials along with the implications on the Interim and Summative CAASPP tests. Throughout the implementation of these strategies, teachers had collaboration time and analyzed data to evaluate the effectiveness of the lessons taught. Along with the paradigm shift, the use of Chromebooks was also expanded due to the CAASPP testing being done on computers. Students are continuing to learn how to read, write, and research on the internet using the computer lab computers and Chromebooks in the classroom.

In 2017-2018, CAASPP Interim scoring professional development was delivered to the teaching staff. The Interim tests provide valuable information to the teacher via assessments that mirror the CAASPP in the spring. Teachers are provided with information not only on the progress of the student, but also standards and skills that were not understood well by the students. Students also benefit by seeing sample questions and the types of questions along with practice on how to take the tests on the computers.

2017-2018 professional development was conducted with the new ELA adoption of McGraw-Hill Wonders at the beginning of the school year. The company representatives provided information on the components and how to use the new materials. In addition to the print components, there are many online materials for teachers and students to access. One collaboration date is provide each year for teachers to look at data and plan lessons to accelerate learning for students.