

Winfield 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	Winfield Elementary School
Street	6981 Chesnut Lane
City, State, Zip	Winton, CA 95388
Phone Number	(209)357-6891
Principal	Kristi Boesch
Email Address	kboesch@winton.k12.ca.us
Website	www.winton.k12.ca.us
County-District-School (CDS) Code	24-65870-0111294

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:

Winfield Elementary School opened in 2007-08 with more than 70% of our students having a first language other than English. We presently serve approximately 475 TK-5th graders and 48 preschool students; the facilities are expandable to handle 800 students. All Winfield Elementary students move on to Winton Middle School for grades 6th-8th and then to Atwater High School.

We believe every child can learn about themselves and the world around them in order to be prepared to make a contribution to society. Not only do we serve a diverse population, but we also have a majority of families that are at or below the poverty level.

It is our purpose to help each child develop socially, emotionally, spiritually, psychologically, and academically. We have been able to maintain the positions of Literacy Coach and Math/Technology Coach. TK-1st grade classes all have 3 hour classroom aides. Our TK - 5th grade classes all have Chrome Books available for each student as well as stand alone computers and/or ipads for the students to use. We take great pride in the fact that our students participate in extra-curricular activities such as the County Spelling Bee, County Speech Festival, County Writing Festival, Junior Olympics, and Farm2U. Students are also able to attend field trips each year. In the past, they have attended performances at the Gallo Arts Theater, UC Merced, area high schools, and the Merced Symphony. Study trips have led our students to the Monterey Bay Aquarium, Hilmar Cheese Factory, Fresno Zoo, Yosemite, Mariposa Mining and Mineral Museum, Columbia, Underground Gardens, Pumpkin Patches, and much more. Winfield students have also participated in Love Winton, the Winton Spring Parade, Christmas Tree Lighting, and Trunk or Treat. We have Award Assemblies to reward students for outstanding academic achievements and behavior along with rewards and incentives for SBAC Assessments, ELPAC Achievement, Accelerated Reader Achievement, and Attendance. Winfield students also have access to several academic programs such as Response to Intervention, non-curricular software programs, as well as the digital components of our ELA and Math Adoptions. An after-school program is available for students in grade 2nd-5th. The program is staffed by certificated and classified employees. Students in the after-school program experience enrichment in the areas of physical education, technology, homework assistance, art, yearbook, drama, and language arts/reading support. There are currently over 100 students in the program and our waiting list is lengthy.

Parental involvement has grown these past years and we have dedicated and loyal parent volunteers. Our goal is to increase parental involvement each year. We offer parent meetings including preschool parent meetings. Parent input on guest speakers and topics is highly encouraged. The support we obtain from our families and community is wonderful.

We look forward to continuing our partnership with the community and families to accomplish the best education for each and every child.

Mrs. Boesch

Principal

Mission and Vision Statement:

At Winfield Elementary, it is our vision to provide students with the best education. We will provide the school community with the tools to become life long learners and positive citizens. Our students are expected to be respectful, responsible, and ready to learn.

The mission focuses on the following principles:

- Effective skills and strategies
- Self-discipline and respect for others
- High expectations for our futures
- Acquisition of the English language
- Parent and community involvement
- A positive learning and working environment

School Philosophy:

Winfield School will provide a positive and safe learning environment where all students will be given an equal opportunity to achieve maximum physical growth according to state and district guidelines.

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

Grade Level	Number of Students
Kindergarten	111
Grade 1	67
Grade 2	71
Grade 3	79
Grade 4	69
Grade 5	67
Total Enrollment	464

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.4
Asian	6.7
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	0.4
White	6.5
Socioeconomically Disadvantaged	92.9
English Learners	72.4
Students with Disabilities	8.8
Foster Youth	0.6
Homeless	1.9

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	25	22	22	97
Without Full Credential	1	1	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 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill- 2017 Wonders	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. Winfield received a school rating of Exemplary with an overall score of 99.63%.

Monthly routine checks are done to maintain all facilities and grounds.

Students can only enter through a gate at the front of the school or the gate at the side of the school where the yard is or the office where there are two secretaries. On rainy mornings, the students enter through the cafeteria front doors. The front gate is locked during school hours, allowing visitors to enter only through the office.

After school, the students are dismissed through the front or side gates with teachers stationed at the gates and parking lot areas. The gates are then locked when the students are gone. Otherwise, from the outside, the campus is either gated or has chain-link fencing around its perimeter. Some gates have crash bars on the inside, so it is always possible to get out but not in.

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: 08/15/19

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	The emergency exit lights did not come on when ac power was turned off
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)	41	48	47	52	50	50
Mathematics (grades 3-8 and 11)	32	43	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	203	196	96.55	3.45	48.47
Male	106	102	96.23	3.77	45.10
Female	97	94	96.91	3.09	52.13
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	76.92
Filipino					
Hispanic or Latino	171	165	96.49	3.51	46.67
Native Hawaiian or Pacific Islander					
White	16	15	93.75	6.25	53.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	187	180	96.26	3.74	44.44
English Learners	152	146	96.05	3.95	44.52
Students with Disabilities	18	18	100.00	0.00	16.67
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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	203	201	99.01	0.99	43.28
Male	106	105	99.06	0.94	40.95
Female	97	96	98.97	1.03	45.83
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	61.54
Filipino					
Hispanic or Latino	171	170	99.42	0.58	41.18
Native Hawaiian or Pacific Islander					
White	16	15	93.75	6.25	53.33
Two or More Races					
Socioeconomically Disadvantaged	187	185	98.93	1.07	39.46
English Learners	152	151	99.34	0.66	37.09
Students with Disabilities	18	18	100.00	0.00	16.67
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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	19.4	9.0	7.5

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)

We offer numerous ways for parents to partner with us in accomplishing the very best for their child. Some of these include:

- Reading daily to their child at home and reading to students in the classroom; as well as being able to check library books out and take them home
- Preparing projects at home
- Serving on the School Site Council (SSC), School English Learner Advisory Council (SELAC), or DELAC (District English Learner Advisory Council)
- Assisting in the classroom and other areas at school
- Attending special meetings like: Read-ins, award assemblies, plays, school programs, book fairs, parent education nights, parent meetings, parent-teacher conferences, SSC/SELAC meetings, Halloween Parade, school carnival, Trunk or Treat, the Winton Tree lighting Ceremony, the Winton Spring Festival Parade, and other school activities and events
- Participate in child rearing classes, parent meetings
- Chaperone field trips
- Counting Box Tops and assisting with fundraisers
- Evening Zumba Classes

You may contact Kristi Boesch, Principal, at (209) 357-6891 to find out further information about volunteering.

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	0.8	1.9	2.4	3.1	3.2	3.2	3.6	3.5	3.5
Expulsions	0.2	0.0	0.2	0.2	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Student Safety is a high priority at Winfield. The district Safety Plan is reviewed with the staff yearly during the first quarter of the school year. 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. Winfield School, along with Winton School District, is working in collaboration with the Merced Sheriff's Department to better prepare for a lockdown situation. There are pre and post meetings including debriefing with all staff. Winfield is a "closed campus". 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.

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	24		4		24		4		22		5	
1	26		3		24		3		22		3	
2	24		3		19	4			23		3	
3	21	1	2		20	1	2		25		3	
4	26		3		22	1	2		32		2	
5	29		3		23	1	3		24	1	2	
Other**									8	1		

*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	\$8,923.99	\$1,867.45	\$7,056.54	\$79,892
District	N/A	N/A	\$8,302.32	\$76,938.00
Percent Difference - School Site and District	N/A	N/A	-16.2	7.5
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	2.8	-0.9

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 I Homeless
- Title II (Teacher & Principal Training & Recruiting)
- Title III (Limited English Proficient Students)
- After School Education and Safety
- Special Education
- LCFF
- Lottery
- State Preschool
- Band
- 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			

2019-20:

Lockdown trainings in conjunction with Merced Sheriff's Dep.- 1 per month
TIP-ongoing for new teachers
ACSA admin. conference- 3 days
Preschool collaboration days- 6
EBP (Evidence Based Practices) monthly meetings and support
CPI (Crisis Prevention)- 1 day
ELPAC Training for Admin on Special Assignment- 1 day
Google Training- 1 day
Rosetta Stone training- 2 hours
CPR/AED training 1/2 day
Teacher Collaboration - 1 per teacher

2018-19:

Active Shooter training- campus safety
TIP- ongoing for new teachers
ACSA administrators conference- 3 days
Preschool Professional development days and collaboration
ELPAC training- Administrator on Special Assignment
Mathematical Mindsets- 1 day conference
Disruptive Behaviors Conference - 1 day
Reflex Math- Webinar
Teacher Collaboration Day- 1 per teacher

2017-2018:

Wonders Training 2 days before school, all staff
Building a Strong Title 1 Program, Coaches, 1 day
Good Teaching Conference, 2 days
COMP Training, 2 1/2 days, TIP and 5th grade teachers
TIP, All year, TIP and 5th grade teachers
ELPAC , TSAs 3 days
Preschool Professional Development ,Classroom Organization-Class Tool, 9 hours, preschool teachers
Exact Path Training, all staff, 3 hours
Scholastic News Webinar, 1 hour, all staff
ELPAC Scoring, principal, 1 day
PESI: Oppositional, Defiant, and disruptive Children and Adolescents, 1 day, Kinder
EIE: Seeing Animal Sounds Workshop, 1 Day, Kinder
New Educator Weekend, 2 days, New Teachers

Winton School District and Winfield Elementary offer several different styles of professional development for our staff members. On-site training, individual mentoring, TIP, teacher coaching, webinars, and conferences are examples of some of the types of professional development opportunities that are offered. Student assessment data and behavior documentation/tracking is used to determine areas that professional development will strengthen.

All staff are encouraged to attend off campus workshops and conferences for which they feel would be beneficial to their position and their professional growth.