Winship Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Winship Middle School
Street	2500 Cypress Ave
City, State, Zip	Eureka
Phone Number	7074412407
Principal	Kristi Puzz
Email Address	puzzk@eurekacityschools.org
School Website	
County-District-School (CDS) Code	California

2023-24 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Fred Van Vleck Ed. D.
Email Address	vanvleckf@eurekacityschools.org
District Website	eurekacityschools.com

2023-24 School Description and Mission Statement

Winship Middle School, nestled in the serene surroundings of Cutten amidst majestic Redwood trees, is dedicated to fostering an environment where student learning is our paramount focus. Our commitment extends beyond the academic realm, encompassing a broader goal of ensuring that students, staff, and families experience a profound sense of belonging at Winship. With a distinctive emphasis on Agriculture, Natural Resources, and Forest Restoration, Winship has secured multiple grants to enhance our educational landscape. These grants have facilitated the creation of garden beds, an outdoor classroom, and a greenhouse and shade house, providing valuable resources for our science classes. Notably, Winship takes pride in being the exclusive middle school in the region offering an Agriculture Science program, led by a credentialed Ag Science teacher.

In line with our dedication to providing a comprehensive and supportive educational environment, Winship Middle School is a proud recipient of the Community Schools Grant. This grant has empowered us to further strengthen our ties with the local community, allowing us to expand our range of services and programs for all stakeholders. With this grant, Winship continues to foster collaborative initiatives that address the diverse needs of our students, families, and the broader community.

Recognizing the pivotal role of parental involvement in student success, Winship places a strong emphasis on fostering partnerships with families. The Winship PTSA, a dynamic and engaged organization, plays a vital role in supporting programs and organizing activities that enrich the educational experience for both students and their families. The dedicated staff at Winship upholds rigorous expectations for academic and behavioral excellence, firmly believing in the inherent capacity of every student to achieve high standards. In tandem with these expectations, Winship provides personalized support to ensure that each student can successfully reach their full potential. At Winship Middle School, our holistic approach to education, supported by the Community Schools Grant, reflects a deep commitment to cultivating a sense of community, where learning is not only a pursuit but a shared journey towards success.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	89
Grade 7	156
Grade 8	155
Total Enrollment	400

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5%
Male	52.5%
American Indian or Alaska Native	6.3%
Asian	6.8%
Black or African American	1.3%
Filipino	0.5%
Hispanic or Latino	24.3%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	10.8%
White	49%
English Learners	16.3%
Foster Youth	1.5%
Homeless	5.3%
Socioeconomically Disadvantaged	69.5%
Students with Disabilities	11.8%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.30	86.85	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	2.48	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.50	4.05	12115.80	4.41
Unknown	1.70	10.61	9.80	5.33	18854.30	6.86
Total Teaching Positions	16.50	100.00	185.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	75.39	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	8.04	5.40	2.74	11953.10	4.28
Unknown	3.40	16.52	11.60	5.84	15831.90	5.67
Total Teaching Positions	20.60	100.00	198.60	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.40	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	1.60
Total Out-of-Field Teachers	0.00	1.60

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

Instructional Materials
Eureka City Unified held a Public Hearing on September 15, 2021, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, 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. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8: Amplify, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017	Yes	0
Mathematics	6th-8th: CPM Publisher College Preparatory Math (CPM) 6th Core Connections Course 1 7th Core Connections Course 2 8th Core Connections Course 3 Adopted 2017	Yes	0
Science	6th: Pearson Prentice Hall Focus on Earth Science Adopted 2008 7th: Pearson/Prentice Hall Focus on Life Science Adopted in 2008 8th: Pearson/Prentice Hall Focus on Physical Science Adopted in 2008	Yes	0
History-Social Science	6th, History Alive (TCI) The Ancient World 7th, History Alive (TCI) The Medieval World and Beyond 8th, History Alive (TCI) The United States through Industrialism Adopted 2017	Yes	0
Foreign Language	Descubre, adopted 2018 (Spanish 1)	Yes	0
Health		No	0
Visual and Performing Arts		No	0

School Facility Conditions and Planned Improvements

Winship is located in a beautiful setting. Staff is to be commended for maintaining grounds in exceptional condition, with evidence of ongoing upkeep and care. Custodial staff has worked hard to improve the conditions inside of the school buildings and has been proactive in campus upkeep and management. The greenhouse and shade house have been in operation for a year and are a valuable part of the school science program.

Year and month of the most recent FIT report	8/10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	B-3: Water stained ceiling tile (1) C-102: Water stained celing tile (1), missing light covers (2) Cafeteria: Water stained ceiling tiles in cafeteria (5) and custodial closet (4), ground cover plate missing on landing between café and J building D Win
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boy's Locker Room: Food splatter on walls F-1: Counter chipped, graffiti on student table wood framing, wiremold electrical outlet cover missing Girl's Gym Restroom: Graffiti of stall doors Girl's Locker Room: Dry rot on exterior siding, graffiti on
Electrical		X		C-102: Water stained celing tile (1), missing light covers (2) F-1: Counter chipped, graffiti on student table wood framing, wiremold electrical outlet cover missing H-2: Siding showing signs of dry rot, exterior GFI cover missing H-4: GFI cover plate
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			D Wing Boy's Restroom: Dry rot on breezeway roof deck, urinal drain clogged F-3: Water stain ceiling tiles (4), water off to one of four faucet on sink
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			D Wing Boy's Restroom: Dry rot on breezeway roof deck, urinal drain clogged D Wing Staff Restroom: Dry rot on roof deck boards F-4: Exterior siding showing signs of dry rot Girl's Locker Room: Dry rot on exterior siding, graffiti on exterior siding H-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D-4: Water stained ceiling tile (1) P-1: Used as Band equipment storage, siding showing signs of dry rot, door not latching

School Facility Conditions and Planned Improvements

			Snack Bar: Exterior door checked, and edges damaged due to attempted break-in

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	25	28	34	34	47	46
Mathematics (grades 3-8 and 11)	15	15	22	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	372	97.13	2.87	28.49
Female	173	166	95.95	4.05	34.94
Male	210	206	98.10	1.90	23.30
American Indian or Alaska Native	20	17	85.00	15.00	11.76
Asian	27	26	96.30	3.70	23.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	91	97.85	2.15	17.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	22.22
White	191	188	98.43	1.57	36.70
English Learners	60	60	100.00	0.00	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	258	249	96.51	3.49	21.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	48	94.12	5.88	6.25

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	370	96.61	3.39	15.14
Female	173	165	95.38	4.62	18.79
Male	210	205	97.62	2.38	12.20
American Indian or Alaska Native	20	16	80.00	20.00	6.25
Asian	27	26	96.30	3.70	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	91	97.85	2.15	5.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	19.44
White	191	187	97.91	2.09	22.46
English Learners	60	60	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	258	247	95.74	4.26	10.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	48	94.12	5.88	2.08

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.15	24.09	23.01	26.10	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	137	95.80	4.20	24.09
Female	49	48	97.96	2.04	20.83
Male	94	89	94.68	5.32	25.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	32	94.12	5.88	9.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	21.43
White	81	79	97.53	2.47	29.11
English Learners	17	17	100.00	0.00	11.76
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	82	94.25	5.75	12.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	6.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.7	97.4	98	96	98

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Winship Middle School actively promotes parent engagement within the school community, emphasizing the importance of fostering a sense of belonging. Through initiatives like the Community Schools Grant and the introduction of a new position, the Community Schools Liaison, our goal is to strengthen the connection between the school and families while offering valuable resources.

Parents are encouraged to participate in various capacities at Winship, including joining the PTSA, contributing to the Site Council, engaging in the English Learner Advisory Council, volunteering in classrooms, assisting in the library, providing coaching support, and offering tutoring services. These diverse opportunities for involvement aim to create a collaborative environment that enhances the overall educational experience for both students and their families.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	418	125	29.9
Female	197	194	67	34.5
Male	230	224	58	25.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	28	27	14	51.9
Asian	28	27	1	3.7
Black or African American	7	7	3	42.9
Filipino	2	2	0	0.0
Hispanic or Latino	101	98	29	29.6
Native Hawaiian or Pacific Islander	7	7	1	14.3
Two or More Races	44	43	14	32.6
White	209	206	63	30.6
English Learners	66	66	5	7.6
Foster Youth	10	10	5	50.0
Homeless	26	26	13	50.0
Socioeconomically Disadvantaged	299	290	102	35.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	59	25	42.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.56	12.47	15.46	0.63	6.71	8.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.46	0
Female	13.71	0
Male	16.96	0
Non-Binary		
American Indian or Alaska Native	35.71	0
Asian	7.14	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	12.87	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	20.45	0
White	14.83	0
English Learners	6.06	0
Foster Youth	0	0
Homeless	34.62	0
Socioeconomically Disadvantaged	19.06	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	24.59	0

2023-24 School Safety Plan

Winship Safe Schools Plan is reviewed and updated by the School Site Council annually.

The primary focus of Winship's plan is to maintain a positive school climate and maintain physical safety. Winship is a PBIS (Positive Behavioral Interventions and Supports) School. Staff receive ongoing training around implementation. PBIS is a district-wide initiative encouraging and rewarding positive behavioral choices. This training encourages safe, responsible and and respectful behavior. Winship promotes school activities and events that celebrate diversity, as well as educate families about diversity on campus. Winship plans and regularly administers drills for fire, earthquake, and lock-down procedures.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	8	1
Mathematics	23	4	8	
Science	26	1	5	
Social Science	25	2	9	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	2	9	1
Mathematics	24	4	8	1
Science	32		3	2
Social Science	28	2	6	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	3	10	0
Mathematics	28	1	10	0
Science	31	0	4	1
Social Science	28	1	10	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.5
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,695	$2,062	$6,633	$50,322
District	N/A	N/A	$8,833	$65,307
Percent Difference - School Site and District	N/A	N/A	-28.4	-21.0
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	0.6	-44.6

Fiscal Year 2022-23 Types of Services Funded

Winship provides intervention courses for students in reading and mathematics. An after school program is available and provides additional support in English Language Arts and Mathematics. English Language Learners are provided instruction in English Language Development. Tutoring is offered during the school day and after school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,627	$50,875
Mid-Range Teacher Salary	$64,767	$79,761
Highest Teacher Salary	$87,656	$103,045
Average Principal Salary (Elementary)	$99,579	$128,154
Average Principal Salary (Middle)	$118,680	$131,774
Average Principal Salary (High)	$134,640	$142,676
Superintendent Salary	$217,906	$211,462
Percent of Budget for Teacher Salaries	27.33%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

Professional Development

Teachers receive in-service training in a variety of ways, including: professional development days in August, staff collaboration days on Monday afternoons, participation in local and national conferences, and opportunities through the Humboldt County Office of Education. Teachers have the opportunity to request training in areas of personal need as part of administrative support of teacher goals. District instructional coaches provide assistance in helping teachers to align curriculum to the Common Core State Standards and work on implementing best practices/ methods in their classrooms.

Current Professional Development has included: Visible Learning-Teacher Clarity, Implementing Common Core State Standards, Understanding and utilizing SBAC Assessments and SBAC Interim Assessments, Positive Behavioral Interventions and Supports (PBIS), Data Driven Decision Making (analyzing school achievement data), Implementing SPED accommodations and modifications, analyzing SWIS (School Wide Information System) data to determine future PBIS PD needs, building positive rapport with students, Advancement Via Individual Determination (AVID), Keenan Safe Schools Training, Goal Setting for Teachers, and Instructional Feedback.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6