

Winter Gardens Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

Winter Gardens Elementary is in Lakeside, California, in the County of San Diego. It is a TK-1st Grade language immersion school-of-choice site with close to 400 students that feed into our 2nd-5th grade sister school, Riverview International Academy. Families from across San Diego County request inter-district transfers to attend our prestigious program exposing students to Spanish, Mandarin, NGSS, and the arts throughout their K-8 experience. Our bilingual provides a sound language program that empowers students with 21st-century skills to be exceptional future global leaders.

Cultural Proficiency and character education are pivotal to cultivate an awareness and respect for other cultures, develop empathy for others, and empower students as future leaders of a global society. The Seven Habit's program promotes leadership development to prepare our students to be conscientious, responsible global leaders. Parent involvement and an active PTSA are integral partners in making our instructional program possible. Thanks to their collaboration and volunteer work, we are able to fund our field trips, enrichment options, online programs, and other student support services to support our language immersion program.

Winter Gardens' vision is to prepare students to be 21st Century multi-lingual and culturally-competent global citizens. Our rigorous immersion Spanish and/or Chinese programs, alongside our Keys of Success Positive Behavior interventions and Supports Program and cultural proficiency, guide instruction to prepare conscientious, global citizens with empathetic and competitive skills.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	149
Total Enrollment	287

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
American Indian or Alaska Native	0.7
Asian	1.0
Black or African American	1.7
Filipino	1.0
Hispanic or Latino	44.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.0
White	43.9
English Learners	8.4
Foster Youth	0.3
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	26.8
Students with Disabilities	6.6

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Winter Gardens has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school. As an immersion school, we have adopted the California Wonders textbook and the Everyday Math textbook and use the Spanish versions for each. As an immersion school, supplemental materials do play a critical role in instruction.

Year and month in which the data were collected

10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CA Wonders; McGraw-Hill; adopted in 2014 CA Maravillas, McGraw-Hill; adopted in 2015	Yes	0
Mathematics	Everyday Math, McGraw-Hill; adopted 2015 Matematicas Diarias, McGraw-Hill; adopted 2015	Yes	0
Science	Ciencias - Spanish, Pearson; adopted in 2007	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006	Yes	0
Foreign Language	Mandarin Matrix adopted in 2018	Yes	0

School Facility Conditions and Planned Improvements

The school was built in the early 1960s and underwent a renovation in 2014 to ensure the safety of our young students and expand our site parking. Buildings and restrooms are clean, well-equipped, and in good working order. We have a KaBoom playground and a fairly new multipurpose room with a cafeteria and student bathrooms. Our site added additional new shading space and hand-washing stations.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

12/17/2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>	X			<p>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p>
<p>Interior: Interior Surfaces</p>			X	<p>1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 10: 4. CARPET IS SEPERATING AT SEAM. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. HOLE IN SKIRTING. 11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR. 12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP. 13: 4. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 10. PLUG IN CANDLE WARMER. 14. HOLES ARE RUSTED THROUGH THE RAMP. 2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES. 3: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. MULTIPLE LIGHT BULBS ARE OUT. 5: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 11. AEROSOL AIR FRESHENER. 7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). CEILING TILE HAS A HOLE. WINDOW TRIM IS BROKEN. 14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY. A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT. ADMIN: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON EAVES. B: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. FAUCET HAS A LOW FLOW.</p>

School Facility Conditions and Planned Improvements

			<p>BOYS REST ROOM (NEAR 9): 4. FLOOR TILES ARE BROKEN. 9. ONE FAUCET IS LOOSE AT BASE. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY. C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE. B: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. FAUCET HAS A LOW FLOW. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY.</p>
<p>Electrical</p>		<p>X</p>	<p>1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES. 3: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. MULTIPLE LIGHT BULBS ARE OUT. 5: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP. SPEECH: 7. LIGHT DIFFUSER IS BROKEN.</p>

School Facility Conditions and Planned Improvements

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>4: 9. FAUCET HAS A LOW FLOW. ADMIN: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON EAVES. B: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. FAUCET HAS A LOW FLOW. BOYS REST ROOM (NEAR 9): 4. FLOOR TILES ARE BROKEN. 9. ONE FAUCET IS LOOSE AT BASE. C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR. 12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP. 13: 4. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 10. PLUG IN CANDLE WARMER. 14. HOLES ARE RUSTED THROUGH THE RAMP. 15: 11. PAINT IS PEELING ON EAVES. 2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES. 6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 11. AEROSOL AIR FRESHENER. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE. A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT.</p>

School Facility Conditions and Planned Improvements

			<p>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON EAVES.</p> <p>C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>CUSTODIAN: 11. DOOR LEFT OPEN WITH STUDENTS PRESENT PROVIDING ACCESS TO CHEMICALS.</p> <p>FOOD SERVICE: 11. PAINT IS PEELING ON EAVES.</p> <p>FOOD SERVICE: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>GIRLS REST ROOM: 11. PAINT IS PEELING ON EAVES.</p> <p>MPR: 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 11. PAINT IS PEELING ON DOORS.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>10: 4. CARPET IS SEPERATING AT SEAM. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. HOLE IN SKIRTING.</p> <p>11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR.</p> <p>12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP.</p> <p>2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES.</p> <p>A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT.</p> <p>GIRLS REST ROOM (NEAR 9): 12. DRY ROT ON SIDING.</p> <p>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR.</p> <p>13: 4. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 10. PLUG IN CANDLE WARMER. 14. HOLES ARE RUSTED THROUGH THE RAMP.</p> <p>7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). CEILING TILE HAS A HOLE. WINDOW TRIM IS BROKEN. 14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY.</p>

School Facility Conditions and Planned Improvements

			<p>9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE.</p> <p>A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT.</p> <p>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p> <p>PLAY COURTS: 14. TRIP HAZARDS.</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 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	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2021-22 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	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT		NT	31.33	28.5	29.47

2021-22 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	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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
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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.

2022-23 Opportunities for Parental Involvement

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

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

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	310	299	33	11.0
Female	161	156	19	12.2
Male	149	143	14	9.8
American Indian or Alaska Native	3	3	1	33.3
Asian	3	3	0	0.0
Black or African American	5	5	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	142	135	19	14.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	22	21	3	14.3
White	132	129	10	7.8
English Learners	27	26	2	7.7
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	93	90	14	15.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	28	28	4	14.3

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.96	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.29	0.32	0.42	1.66	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.32	0.00
Female	0.62	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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

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

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

The safety plan was last reviewed by the School Site Council was on June 2022.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		6	2
1	26		6	2

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 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	956.67

2021-22 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)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7769	0	7769	74933
District	N/A	N/A	7813	\$77,299
Percent Difference - School Site and District	N/A	N/A	-0.6	-1.7
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-8.3	-9.5

2021-22 Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lsusd.net/domain/1503>. In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Farms is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors the implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lsusd.net/Domain/808>

Winter Garden's Base LCFF site funds 21st Century-focused education that develops mastery of the Common Core State Standards, Next Generation Science standards, target language (Spanish or Mandarin instruction, and 3rd language enrichment). In addition, our immersion language program provides students the primary target language instruction with 3rd language exposure, thanks to Chinese Interns and Spanish Teachers who provide an average of 30 minutes every week. Understanding the importance of providing our language immersion teachers with the best practices, unrestricted funding is utilized to provide professional development, and Spanish/Mandarin support resources. In addition, our unrestricted funding supports arts integration within our classrooms, plus socio-emotional learning. Supplemental funding is utilized to support student interventions for English Learner, and Socio-economically disadvantaged students.

The major contribution to our quality instructional program also comes from family & community donations and fundraisers. The annual district-wide Run for the Arts fundraiser provides funding to support the arts in all schools. Through our site's annual Jog-A-Thon, Multicultural Fair, Festival de Otoño, and other fundraisers, our PTSA supplements our educational opportunities by paying for high-quality assemblies, field trip opportunities, arts integration, School-wide PBIS recognition program, online support intervention programs, target language teaching materials, and other classrooms/site needs. We are a 21st Century school making it happen today!

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$49,706	\$51,591
Mid-Range Teacher Salary	\$73,960	\$79,620
Highest Teacher Salary	\$110,824	\$104,866
Average Principal Salary (Elementary)	\$114,233	\$131,473
Average Principal Salary (Middle)	\$134,089	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$211,442	\$205,661
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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

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

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	12